DOCUMENT RESUME

ED 179 714 CE 023 094

AUTHOR	Kane, Roslyn D.; Frazee, Pamela
TITLE	Adult Women in Vocational Education: Reentrants and Career Changers. Final Report.
INSTITUTION	RJ Associates, Inc., Arlington, Va.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.
BUREAU NO	498AH70283
PUB DATE	May 79
GRANT	G0077C0074
NOTE	219p.; Not available in paper copy due to light type
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Students; Area Vocational Schools; *Career Change; Career Choice; Comparative Analysis; Data Collection; Demography; *Employment Patterns; *Females; Motivation; National Surveys; Nontraditional Occupations; *Postsecondary Education; Questionnaires; *Vocational Education; *Working Women

ABSTRACT

The premise of this study is that to understand the needs of adult women in vocational education, stereotypes regarding life and work patterns of adult women must be discarded. The purpose of this study is to gain further understanding of how women's family responsibilities and prior education have influenced their working lives and how each of the above have influenced current occupational/training choices. Data collected is based on a national sample of 1,500 women from ninety-one area vocational technical schools (AVTS) in thirty-four states. Findings are summarized with correlating issues in the following areas: demography, other postsecondary educational programs, current vocational education programs, employment status, career decision-making, motivation, service needs, problems, women who have never worked, steady and intermittent employees, and non-traditional women. Women are placed in one of five categories and analyzed comparatively: reentrants (steadily employed, intermittently employed, never before employed) and career changers (steady employees, intermittent employees). Sample questionnaires are appended. (FP)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED179714

Final Report

Contract No. G0077C0074

Adult Women in Vocational Education: Reentrants and Career Changers

Roslyn D. Kane and Pamela Frazee

Rj Associates, Inc.
1018 Wilson Voulevard
Arlington, Virginia 22209

May, 1979

U.S. DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The research reported herein was performed pursuant to a contract with the Vocational Education Research Branch, Bureau of Occupational and Adult Education, Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

CE023 094

ACKNOWLEDGEMENTS

This report was prepared by Rj Associates, Inc., a woman-owned research consulting company with Roslyn D. Kane, President of Rj, serving as the Research Director. Pamela Frazee teamed with Ms. Kane in the design and implementation of the study. Together they conceptualized the entire study, developed the schema for the analysis of the data and completed the analysis which is presented in the report. Susan Dubman was responsible for the computer programming.

Bernadette Brown provided technical support throughout the conduct of the study and was responsible for the preparation of statistical data. Incha Kim, together with Ms. Brown, managed the production and final typing of the report, an enormous task given the nature of the data and information being presented. The work of Ms. Brown in the formating and presentation of the tabular data should be especially noted, as should the work of Jill Miller, whose critical reading of the manuscript has greatly improved the quality of the report.

The time and effort contributed by all members of the staff working on this project went far beyond what might reasonably have been expected. Rj Associates, Inc., is grateful for the effort which they made.

We are also appreciative of the support provided to us by the Vocational Education Research Branch of the Occupational and Adult Education, Glenn Boerrigter, Director, and Velma Brauner, Project Officer.

We would especially like to thank those staff members at each of the participating Area Vocational Technical Schools who provided the necessary information for our sampling and managed the distribution of the questionnaires to the students. We hope the results will be useful for their purposes.

Table of Contents

I. Introduction 1

II. Executive Summary 7

III. Reentrants and Career Changers 38

- A. Adult Women in Vocational Education 38
- B. High School Education 55
- C. Other Postsecondary Education 61
- D. Current Program 68
- E. Employment Status 80
- F. Career Decision-making 89
- G. Motivations 94
- H. Service Needs 104
- I. Problems 110

IV. Alternative Analyses 124

- A. Never Worked 124
- B. Steady and Intermittent Workers 137
- C. Non-traditional 152

Appendix A -- Racial/Ethnic Profile A-1

Appendix B -- Metropolitan/Non-metropolitan Profile B-1

Appendix C -- Methodology C-1

Appendix D -- Glossary

I. Introduction

In 1976, Rj Associates undertook a national study to develop information on women in occupational training in postsecondary Area Vocational Technical Schools (AVTS).[1/] The report described the characteristics, motivations and influences on women who were preparing for employment in non-traditional occupations as they differed from women who were preparing for traditional occupations. 2/ The purpose was to find out more about the women who were actually enrolled in non-traditional programs in order to best encourage more women to enter non-traditional vocational programs. We attempted to determine: a) who these women were; b) what prompted them to enter training in non-traditional areas; c) the differences, if any, between these women and women enrolled in traditional programs.

The survey instrument was designed for the population of young women who enter postsecondary education directly from or shortly after graduating from high school; however, 40% of the survey responses were from women over 21 years of age. During the course of the study many questions about these women over 21 emerged that the survey instrument was not designed to answer. Because the instrument was primarily designed for women entering postsecondary programs closely following high school, it did not query the areas of employment histories and family responsibilities that significantly affect the enrollment in postsecondary programs of women 21 years of age and older.

While research has been conducted on the characteristics and problems of adult women returning to college and graduate school to prepare for employment in professional areas, there has been comparatively little analysis of the problems faced by adult women returning to postsecondary vocational schools to prepare for employment opportunities in the non-professional occupations.

Our study revealed that the women 21 and over in postsecondary education differed among themselves, differed from the stereotypes held about them, and differed from professional women.

1/ Rj Associates, Inc. A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Technical Schools, Arlington, Va., November 1976.

2/ Non-traditional programs are those in which women comprise 0-25% of the students enrolled nationally.
Mixed programs are those in which women comprise 25.1% - 75.0%
Traditional programs are those in which women comprise 75.1% - 100.0%

Data from other studies indicate that although family obligations remain a factor in the work/life patterns of women, their impact on the labor force participation of women is lessening. Indeed, the data reveals that family patterns themselves are changing, and that this, in turn, has had an additional impact on changing adult women's work/life patterns. 1/ Increasingly, young women believe that whether they experience stable marriage, divorce, or remain single, they expect to be self-supporting, or at least partially self-supporting, and possibly to be providing for their children as well.

Although women's labor force participation has increased so that now more than half of all women are working, their employment gains have been largely in numbers, not in the variety of occupations in which they are employed, not in the level of positions held in the few occupations in which they work, and certainly not in their earnings.

What has become thoroughly evident is that the labor force participation of mature American women is highly variable. Not only are there variations among women as to whether they participate at a given point in time, but the nature and extent of that participation varies markedly. Many women work part-time; others work full-time, 35 hours or more. Some work all year long, others work only part of the year, or seasonally. Some women work continuously from the time they leave school; while others enter, leave, and reenter the labor force at various times in their life cycle. Some women select a single occupation and remain in a single type of job consistently or slowly upgrade themselves; another group of women accept whatever job is available at the time they enter and/or reenter the labor force. These latter women move from a sales job to a clerical job, to a factory job. Thus, their job or selection of occupation may be as erratic as their labor force attachment. 2/ What is more, most women fall into many of these categories at different times in their work lives.

1/ Parnes, Herbert S., Carol L. Jujenius, and Richard L. Shortlidge, Jr. Dual Careers, Volume 3, A Longitudinal Study of the Labor Market Experience of Women, U.S. Department of Labor, Washington, D. C., 1975.

2/ Maret-Havens, Elizabeth. "Developing an Index to Measure Female Labor Force Attachment," Labor Monthly Review, May 1977.

In searching to define the complexity of women's labor force participation, a few typologies have been proposed. In 1957, Super[1] proposed the following career pattern classification system:

1. Stable homemaking--as work experience.
2. Conventional--work experience prior to marriage, then full-time homemaking.
3. Stable working--the single woman who continues to work full-time.
4. Double-track--the married woman who continues to work full-time.
5. Interrupted--sequence of working, homemaking for a period of years, then working while homemaking.
6. Unstable--in and out of the labor market at frequent intervals.

Vetter developed a career pattern system based on the milestones of leaving school, marriage, and the acquisition of the first child, with the intensity of work between these milestones taken into account in terms of the percentage of time spent in the labor force. The variables that were considered include education, relative desirability of occupational assignment, age at milestones (leaving school, marriage, and first child), proportion of time spent in the labor force, income and family related variables.[2]

Maret-Havens proposed a typology based on five types of labor force attachment, each type identifying the work characteristic of a segment of the population of American women.[3]

Although these typologies are similar and all are satisfactory to a point, they all conclude that women differ markedly in their participation patterns. All were tested on the National Longitudinal Study, where the data itself is out-of-date with women's rapidly changing work/life patterns. No single model accounts for the full complexity of women's participation in the labor force in 1978. Women's work and life patterns cannot be viewed within the stereotypes that have been propounded to describe them. Nor can their attachment to the labor force be defined without further defining their education, marital status, parental status, etc.

1/ Super, D.E., as cited in Vetter, Louise. Career Patterns of a National Sample of Women.

2/ Ibid.

3/ Maret Havens. Ibid.

As the number of women in the labor force has increased, the number of women enrolled in community colleges has also shown a marked increase. Because most vocational programs require two years or less to complete, and because they are specifically designed to provide training for employment rather than for general education, such programs have become a major resource for adult women.

Research has begun exploring the reasons that adult women seek postsecondary vocational education. Some return to school because their present or past jobs are no longer challenging or satisfying. Others have found upon reentering the labor force that their jobs are overwhelming and are returning to school to upgrade their skills, or to compete effectively for present openings. Some return to school as an avenue to regain confidence and build skills. Still others seek additional skills as a means of obtaining promotion in their current job.

Different women have different reasons for seeking training at a postsecondary institution, and each has a different transition problem based on her differing needs for training and employment. Each has different demands on her time, different responsibilities that must be fulfilled. Changing social, marital, and fertility patterns also affect women's education and work patterns, further complicating the situation.

The most important fact that has emerged from recent research is that the myth that women in postsecondary vocational education are women who have been at home, out of the labor force, and are seeking to enter or reenter the labor force is simply not the case. The assumption that women exit from the labor force (to raise families) and reenter (when the children grow up) is no longer accurate for most women. Their life history, work history, and educational history is infinitely more complex. The majority of the women in postsecondary schools are and have been working; many have been working almost steadily since they left high school Eliason's study of women [1] in two-year colleges to prepare for new careers the women students were attending community colleges to prepare for new careers or to gain new skills necessary for advancement. Over half (54%) of the women sampled were working at the time. Two-thirds of those who were working were working part-time. According to Eliason, the primary reason that women were entering community colleges in such great number, whether or not they were already working, was economic need. 1/ Elledge's study found that adult women enter vocational education to obtain training for employment to change or upgrade their present occupations, to increase their earning power, or to improve their skills. 2/

---

[1] Eliason, Carol. Women in Community and Junior Colleges, American Association of Community and Junior Colleges, Washington, D.C., 1977.

Rather than attempting to define a typology that would account for women's reasons for returning to vocational education and for their varying attachments to the labor force, we have attempted to identify the significant variables that impact women's decisions about work, family and education, causing them to follow a particular pattern. We have attempted to define their varying socio-demographic characteristics, their work and educational histories. We expect the information to assist in defining the services needed by each of these groups in order to assure that women can break through the various barriers or problems they perceive; this will enable them to obtain the most lucrative rewards possible for the work they perform, and as much satisfaction as possible from their participation in the labor market.

We have described the five following categories which are intrinsically linked to the employment history of the women and their purpose in enrolling in postsecondary schools:

- Reentrants--any adult woman who had been out of the labor force for at least two years and had enrolled in postsecondary education as a means of returning to the labor force.
  --A subset of this group were the women who had never worked, and who were entering the labor force for the first time.
- Career Changers--any adult woman who had been working and desired a change or upgrading of occupation.

1/ Eliason, Ibid.

2/ Elledge, Muriel, K. The Development of Guidelines for Community Colleges Peer Group Counseling Evolving from a Study of Programs for Adult Re-Entry Women, Nova University, 1978.

- Reentrants and Career Changers can be further classified by their employment prior to entering vocational education or prior to their last exit from the labor force.

  --Steady employees--those persons who worked at the same or related occupations for a period of two or more years prior to their entry into vocational education or to their last exit from the labor force.

  --Intermittent employees--those who entered and left the labor force repeatedly, most often being employed in a variety of unrelated occupations, during the two or more years prior to entering vocational education or prior to their last exit from the labor force.

Thus, the Career Changers had been "Steadily" or "Intermittently"' employed up to their enrollment in their current vocational education program.

The Reentrants had been out of the labor force for a minimum of two years, but prior to their exit they were employed either "Steadily" or "Intermittently".

The women in each group were further examined by their marital and parental histories, their prior educational experiences, their region of the country, metro or non-metro status as well as their race, age and income. 1/

A separate chapter examines those enrolled in courses preparing women for non-traditional, mixed and traditional employment.

Data in this report are based on a national sample of 1,500 women from 91 Area Vocational Technical Schools (AVTS) in 34 states. AVTS were chosen for the sample because they have the express purpose of preparing students for employment. Other schools often enroll students who are interested in the training only for personal vocational reasons. Ninety-five percent of the women in the study intended to be employed or to seek employment in the area in which they were training when they completed.

1/ A further study is planned to analyze the nature of their employment histories up to the time of their enrollment.

II. Executive Summary

In order to understand the needs of adult women[1/] in vocational education, one must set aside many previously accepted notions about adult women and their life and work patterns.

An often held stereotype implies that most women finish high school, go to work and/or continue their education, get married, and then drop out of the labor force and/or school to care for their families. As their children grow older, their interest in returning to the labor force increases, and often they consider returning to school as a means by which to return to work. In fact, the image of the reentering women (Reentrants) represents less than 40% of the adult women in postsecondary vocational education programs. The majority (60%) of adult women in postsecondary vocational education programs have been employed during two years prior to enrolling and are now in training to change or upgrade their present occupations (Career Changers).

Each of these two groups, Reentrants and Career Changers, contains further distinct subgroups of women. Among the Reentrants are women who had Never Worked (7% of all adult women); others, both Reentrants and Career Changers, had worked continuously at a single occupation for some time (Steady) and still others have worked intermittently at the same job or at several different jobs for several shorter periods of time (Intermittent). Whether they were Reentrants or Career Changers, nearly 70% of the women had been steady employees, working at the same or similar jobs for more than two years. These and much of the data in this report contradict current belief about the lives of adult women.

Data in this report are based on a national sample of 1,500 women from 91 Area Vocational Technical Schools (AVTS) in 34 states. AVTS were chosen for the sample because they have the express purpose of preparing students for employment. Other schools often enroll students who are interested in the training only for personal avocational reasons. Ninety-five percent of the women in the study intended

---

[1/] Women in the study are 21 years of age or older.

to be employed or to seek employment in the area in which they were training when they completed.

The purpose of this study was to gain further understanding of how women's family responsibilities and prior education have influenced their working lives and how each of the above have influenced their current occupational/training choices. The first nine chapters report data and findings of two major groups of women Reentrants 1/ and Career Changers. 2/

The last three chapters present findings on subgroups of adult women. Women whose employment has been steady, usually in a single occupations, (Steady Workers) and those whose employment is characterized by frequent entry and exits from the labor force or among different occupations (Intermittent Workers) exhibit similarities which cut across the Reentrants and Career Changer classifications. Characteristics of the Intermittent and Steady Workers are presented separately.

Women who have not worked since high school also face special problems in their entry into school and the labor force. A separate chapter on women who have Never Worked reports on their particular characteristics and problems.

The final chapter provides further insight into differences among women who have chosen non-traditional, mixed or traditional training.

The following summarizes and presents a limited discussion of the results of our findings.

1/ This includes women who have Never Worked since high school.

2/ See glossary for defintions.

1. Demography

Demographic characteristics of the total sample

Women under 25 years of age comprised 27% of the sample; 38% were 25-34 years old and 35% were 35 years and older. Sixty-three percent lived in metropolitan areas, 14% were minority, over one-third had an income less than $7,500, 56% were married, 20% were single, and 24% were separated, widowed or divorced. One-fourth of the women with children had children under six, 66% had children.

Demographic characteristics of Reentrants

- Reentrants[1/] comprised 41% of the sample. Forty-three percent were over 35 years of age, almost two-thirds were married, 80% had children, and 46% had two or more children. Thirty-seven percent of the Reentrants had an income over $15,000.

Demographic characteristics of Career Changers

- Career Changers[2/] represented 59% of the sample, one-third were under 25 years of age, one-half were married and 21% were divorced. Fifty-nine percent of the Changers had children in the household. Thirty-nine percent of the Career Changers had incomes less than $7,500.

Special populations

- Slightly less than one-quarter of the adult women were separated, widowed, or divorced. This category was comprised of both Career Changers and Reentrants, and their age characteristics were similar to that of all women in the sample. Over 75% had incomes less than $7,500 per year. Nearly one-quarter of the sample were single heads of household with children. Over one quarter of the women had been teenage parents.

[1/] Reentrants are women who were not working during the two years prior to entering their current education.

[2/] Career Changers worked during the two years prior to entering their current program.

Issues

Career Changers represent the majority of women in postsecondary vocational education. If schools are to serve adult women they must be aware of the factors which influence their decisions. Their demographic characteristics, working patterns and responses to school bely the usual stereotypes of women. These women are actively pursuing work opportunities and their pursuit is altered only slightly by the presence of children and husbands, by metropolitan or non-metropolitan location, by minority status, or by age.

Even the Reentrants did not fit the stereotype of women. All but 18% of Reentrants had had previous work experience. Half had been out of the labor force for five years or less, and fewer than 10% were returning even partially motivated by their being recently separated, widowed or divorced.

There are populations of women who have special needs because they are the sole support of themselves and their families. Even now many of these women are being ignored because money for special programs is targeted by definitions based on mostly inaccurate stereotypes.

Women need employable skills; they need sufficient counseling and guidance to be able to choose among jobs which will provide sufficient income for their families and themselves. These jobs should also provide personal satisfaction and opportunity for future advancement. By designing programs which respond to the characteristics and needs of adult women, schools can more effectively assist women to attain these goals.

paying satisfactory jobs. This must include efforts to assist teenage mothers to continue their education. Single parents with chidren, teenage mothers, women in general curriculum, and low income women were least likely to have graduated from high school. Women who most need employment to support their families were least likely to receive the credentials and skills they need.

Many high schools do not consider preparation for employment to be very important. For women attending these schools there appears to be little effort to emphasize the employment requirements that they will have to face. The traditional expectation that women will marry and take care of children is no longer accurate. The high school efforts toward job placement assistance and counseling women on their employment related training needs must be expanded if any effort is to be made to reduce the burdens on these women when they become adults.

3. Other Postsecondary Education

Findings

- Forty-three percent of all the women presently in postsecondary vocational education had attended another postsecondary program immediately after or within a few years of completing high school.
- The women who attended other postsecondary programs were almost equally divided between those who were in an academic program and those who were in a vocational or other training program.
- Seventy percent of the women who had been in another postsecondary vocational program were enrolled in traditional programs, predominantly in health and business; two-thirds of these women were concentrated in just eleven programs.
- Almost half of these women who had been in another postsecondary program did not complete the program; two-thirds of those in an academic program did not complete their program, whereas more than two-thirds of those in a vocational education program did complete.
- Almost half of the women worked while they were enrolled in other postsecondary programs, but considerably more of the Career Changers worked than did Reentrants.

Issues

Students are encouraged to attend college, which is considered "the key to success." Many of the women currently enrolled in postsecondary vocational programs had been enrolled in an academic program during other postsecondary education; most did not complete that program. Even the small number who did complete their academic program were still seeking through their current vocational education program a means of increasing income, or an opportunity for greater job satisfaction.

The students who attended vocational school were more likely to have completed that program. Yet they still felt the need to return to postsecondary school.

Most of the women who attended another postsecondary program did so shortly after leaving high school. Others returned to postsecondary education after some employment experience. Following this experience they were still unprepared to obtain satisfying, economically rewarding employment, regardless of whether or not they had enrolled in a vocational or academic other postsecondary program, and regardless of whether or not they had completed that program. They, therefore felt compelled to return to school a second time for fruther postsecondary training. The second return is far more complicated for women since by that time, they are likely to have home responsibilities, a job, and limited time and money to acquire this training. Greater efforts are required to enable women to more accurately select the education and training which will provide the rewards from employment which they seek.

The variety of the experiences that these women have had signifies important issues for personnel working with women in high school, in postsecondary programs and in women's centers. They must help women to understand the long term impact of their decisions. Since today all women work during their lifetime, whether full-time/full year or part-time, part-year, and more women are entering and remaining in the labor force each year, adequate preparation for jobs is essential.

4. Current Vocational Education Program

Findings

- More than half of the adult women in postsecondary vocational programs had been out of high school ten years or more. Reentrants had been out of school considerably longer than Career Changers.
- Most women were enrolled primarily in programs of short duration lasting one year or less.
- Almost half of the women were attending school full-time (25 hours or more per week) with more Reentrants than Career Changers enrolled full-time.
- More single heads of household were in school five days a week, than those who were married. More women with children were in school five days a week, than women without children.
- Fewer women were attending school full-time if they had husbands than if they had children (even three or more). Even fewer were working full-time and attending school full-time.
- Most women were in school during the day. However, more Career Changers than Reentrants were in some classes during the evenings. Those who attended in the evening were mostly women who were working, and women who were married without children.
- More Career Changers than Reentrants who were not working were in class full-time.
- Career Changers who were employed full-time (about one-fourth) were likely to attend school less than ten hours a week.
- Approximately one-third of the women who were enrolled in school had been enrolled in the same broad vocational classification in other postsecondary education. The majority of those enrolled in the same broad classification were those in the health occupations. A large proportion of those who had been enrolled in business, however, were now enrolled in other areas.
- A larger proportion of the Reentrants were enrolled in traditional vocational programs; more of the Career Changers were in mixed and non-traditional programs, but the majority of both groups were in traditional training.
- More Reentrants were in business; about the same percentage of both Reentrants and Changers were enrolled in health.
- Those enrolled in health occupations were overwhelmingly in traditional programs; Career Changers enrolled in business programs were equally divided between traditional and mixed occupations.
- Eighty percent of adult women were concentrated in 17 programs. Seventy-one percent of women in these courses were training for traditional female intensive, low paying occupations, offering few real opportunities for advancement. Among the 17 programs, six were business programs - 3 traditional, 2 mixed, and 1 non-traditional; five were health programs - 4 were traditional and 1 was mixed; the other 6 (Clothing, Real Estate Sales, Food Service, Cosmetology, Ornamental Horticulture, Drafting) included two traditional, three mixed and one non-traditional.

Issues

The overwhelming concentration of women in a few courses (and therefore in a few jobs) continues unabated. Many of those enrolled in the current program are enrolled in health occupations, particularly nursing occupations, that have been notoriously underpaid at every level.

The health occupational training is almost totally traditional for both Reentrants and Career Changers. There are virtually no entry health programs at the high school level. Therefore more women interested in health must wait until they enter postsecondary education. A broad entry level program in high school might encourage women to consider training and upgrading in mixed health occupations. This would appear appropriate since so large a percentage of women currently enrolled in health occupations were previously enrolled in health programs.

In addition, to improve the health program the practicuum could be organized as work experience for pay,which might improve the economic situation of the many women enrolled in health occupations. Since the practicuum is usually required as part of health occupation training, teaching hospitals and other hospitals rely on the unpaid services of the women to perform essential tasks. Other industries, particularly those that are more traditionally male, provide work experience such as on-the-job training in manufacturing or apprenticeship in construction, and also pay the participants for the work they perform. The schools should take the lead in assisting women to obtain a similar reasonable payment for their services.

Although traditional health programs offer only limited income and mobility opportunities for women, they continue to attract almost as many women at the postsecondary school level as does business. However, women enrolled in business are equally divided between those enrolled in the mixed and the traditional occupational training. Enrollment in the mixed occupations is likely to offer women a better opportunity for economically rewarding and personally satisfying employment. Until women have a more appropriate method for making career decisions, this concentration of women in training for traditional occupations will not be likely to change (see Chapter III.E. Career Decision-making).

Almost all women had most of their courses during the day prior to 3 p.m. Generally, working full-time was more of an obstacle to attending school than the presence of three or more children. It seems that child care arrangements can be and are made so that a woman can attend school. Women with children seem to be responding to the need to complete as quickly as possible by going full-time. However, it is much more difficult to alleviate the demands of a full-time job that a women is required to report to during specific hours. For many women, attending school full-time means having to quit work; others reduce their working from full-time to part-time. With so large a proportion of students in day programs, the emphasis on programs serving adult women must include a broad range of programs and classes scheduled during the day. This, however, should not be done to the exclusion of one-third of the women, who attend during evening hours.

With the many pressures that serve as barriers or complications to women's acquisition of additional skills, alternative or responsive scheduling and a greater use of flexitime in educational programs and employment are needed. Each extra problem makes it more difficult for these women to manage the basic requirements; all those caused by the schools should be eliminated.

5. Employment Status

Findings

- More than half of all women were employed while in high school; considerably more of the Career Changers had been employed than the Reentrants.

- The percentage of Career Changers and Reentrants employed while in other postsecondary education was virtually the same as the percentage employed during high school, with more than half of the Career Changers working while attending the other postsecondary schools. More were working in part-time jobs while attending the other postsecondary school than were working in full-time jobs.

- The percentage of the Career Changers employed while in their current educational program was very much the same as during prior education experiences. The Reentrants however, were far below their previous levels of employment during other educational experiences.

- Many of the full-time Career Changers left the labor force entirely or moved from full-time to part-time employment when they entered their current educational program.

- Although more younger (21-24 years) Career Changer women were working than older women, more older women (35 or older) were working full-time.

- More women with no children worked than women with children; and of the women with two or more children who worked, more worked part-time. Two-thirds of Career Changers without children and one-half of Career Changers with children were working while they attended school.

- Low income women were less likely to be working than women with higher incomes.

- More Metro Career Changers were working and more were working full-time than Non-metro women.

- More women who were not working were in school full-time; and those who were working were most likely to be in class less than ten hours a week. The amount of time working, not the presence of a husband or children, was the single factor most highly correlated with the number of hours that women were enrolled in school.

- Almost all women (94%) currently enrolled in vocational programs were committed to working in jobs related to their area of training upon completion. The majority of women presently working in related jobs intended to continue to work for the same company upon completion of training. Few of the women who were working in unrelated jobs intended to continue to work for the same company once they completed their training.

Issues

A pattern of work history is established while young women are in high school that continues throughout their adult working lives. It would appear that Career Changers (particularly those who have been steadily employed) acquire skills in high school, in vocational training obtained shortly after leaving high school or during their work experience that permits them to remain employed with few interruptions. These women on their return to school as adults often are seeking additional training in the field in which they are presently employed in order to attain job security, to be able to increase their earning power or to enter a more satisfying job (See Motivation). Women may leave the labor force because of the pressure of home responsibilities or child care, but most women establish a single working pattern based in large measure upon their obtaining a saleable skill that is upgraded in part through work experience and in part through periodic returns to an educational program. The absence of such a skill causes women to move in and out of the labor force regardless of their life history.

Although half of all Career Changers were married and had children, they had still been working relatively without interruption. 1/ If anything, their attachment to the labor force increased over time.

In order to attend their current postsecondary education program many women temporarily stopped working. However, still more than half continued to work. Of those working, 58% were working in jobs related to their current training. Certain employers are willing to pay the costs of an employee's education when the courses are related, but as some women reported, employers do not recognize that higher level business skills required for upgrading are related to lower level skills, such as the relationship of accounting to clerical skills.

Most women who are already working in related jobs intend to remain working for the same company, but those women who are not working in the same area fully intend to transfer. More intensive job search and job placement assistance should be provided and targeted to these Career Changers.

1/ The details on Work History will be developed in a separate report.

Reentrants have been out of school and work for at least two years and returning to the labor force one step at a time. Few decide to return to school and the labor market simultaneously. However, more Reentrants are going to school full-time, to complete their education as quickly as possible. Almost all intend to work when they complete their study and intend to work in the area they are studying.

It is important for the schools, in planning and scheduling cooperative work-study programs and job placement services, to keep these factors in mind. Planning which does not recognize basic differences between the life and work experiences of these women only further complicates the process of their return to school and continued work, thus further discouraging them from returning at all.

6. Career Decision-making

Findings

- Adult women made their vocational education decisions based on their occupational decisions.
- Almost all women chose their training and made their employment decisions before they returned to school.
- More than half of the women in the sample were aware of employment opportunities in the area in which they were presently training. Reentrants generally who were younger, low-income or Black had greater knowledge of employment opportunities than others.
- Less than one-third of the women were informed about employment opportunities in areas other than the ones in which they were training. The same women who were informed about employment opportunities in their own area of training were most likely to be aware of employment opportunities in other areas.
- Almost all women were aware that there were opportunities for employment of women in non-traditional occupations.
- Only 13% of the women participated in a career exploration program; most of those who did participate found the program useful. More Reentrants who participated were informed than were other Reentrants. Fewer Career Changers who participated were informed than were other Career Changers.
- A relatively higher percentage of non-traditional women participated in career exploration programs.

Issues

For women who are unsure of their career goals when they enter training and are still willing to consider a variety of occupations, the career exploration programs can have the positive effect of providing women with additional information and support that permits them to consider non-traditional training. Although most of the women select the occupation in which they want to work before enrolling in their current program, fewer of the women who select non-traditional training than those who select traditional training make their selection beforehand. A relatively higher percentage of non-traditional women in the sample (21%) participated in career exploration. The career exploration program can make women feel more secure with a previous decision to seek non-traditional training.

Virtually all women, no matter what their area of training, are aware that jobs usually held by men are now open to women, yet the proportion of women entering non-traditional training continues to be minimal. Therefore, it is clear that simply informing women that there are employment opportunities for them in the non-traditional occupations has not and is not likely to result in much progress in moving more women into non-traditional programs.

Many programs attempt to encourage women to enter non-traditional jobs by informing them that they will earn higher wages. However, previous studies[1/] indicate that only the poor and minority women consider earnings to be the major factor in their selection of training or employment.

Skilled employment is an important resource for helping women to close the gap between their salaries and those of men. If women are to consider a broader spectrum of jobs, it is essential that more women have the opportunity for exposure to and occasion to develop their interests and abilities in a variety of non-traditional and mixed occupations. Girls and young women should have this experience now in order to prepare for the future.

For adult women a system must be devised to reach them at the time they are making their decision, thereby facilitating the movement of interested women into non-traditional training and employment. Since 85% of the women in the sample had selected their area of training before they entered the program, career exploration offered by the school to women at the time of enrollment inevitably can have only a small impact. Influencing the decisions of women in career, educational, and occupational selection requires a system to expand women's exposure to the idea of non-traditional employment prior to enrollment in postsecondary education. Resources other than those currently provided by postsecondary schools are needed. The schools may have to rely on the media, the press, and offer outreach programs to women who are interested in exploring educational opportunities.

Schools have the facilities to offer career exploration for women prior to their entry into postsecondary education, and provide them with sufficient information to enable them to consider a broad range of occupational and educational opportunities.

It is essential that we expand our knowledge of how and when women make career decisions. We know that the work experience of most women is concentrated in a limited number of occupations.

[1/] Rj Associates, Inc., A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Schools, 1976, and Women in Non-traditional Vocational Education in Secondary Schools, 1978.

- We don't know on what basis their choice is made prior to reentering school; this is particularly true of those who have been out of the labor force.

Career Changers, particularly those who have been steadily employed, are likely to select training designed to upgrade themselves in areas related to their area of employment.

The data suggests women do not necessarily make their choice of training and employment on the basis of a rational broad examination of the alternatives available to them. Considering a broad base of alternatives and making a conscious decision among them should increase the likelihood of selecting a personally satisfying career. The fact that women are aware that non-traditional jobs are now open to them but so many select traditional training and then are back in school a few years later seems to reflect that few women utilize this information in their decision-making.

Most women's experience/exposure is in a few traditional occupations. Their universe of a "better job" is therefore limited to a more skilled/better traditional job, primarily in the business areas. They have little way of knowing about occupations and/or employment opportunities except in the areas to which their own experience has provided some exposure.

7. Motivations

Findings

- The primary motivation given by the largest group of women for pursuing training in postsecondary schools was to Learn a New Skill or Occupation. This was a primary or secondary motivation for over 60% of the women.
- Less than one-eighth of the adult women indicated they had entered training based primarily on a Desire to Increase Family Income. It was, however, at least a secondary motivation for nearly half of the women.
- Although nearly one-quarter of the women in the sample were separated, widowed or divorced, less than 4% gave this as a primary reason for entering training.
- Nearly one-third of Career Changers entered training primarily because they were either Dissatisfied with Their Prior Job, Wanted more Job Security or Needed more Skills for Promotion.
- More women who were heads of households, low-income, or with young children entered training because they were Dissatisfied with Their Prior Job.
- The smaller proportion of women who entered training due to job dissatisfaction was found in the group of women 35 years of age and older.
- Large percentages of persons with economic responsibility or needs--heads of household, low income, women with children--entered training in order to Increase Family Income.

Issues

Most women are entering training to improve or change their past occupation; fewer women are motivated by economic or family reasons. Although family circumstances influence the decisions about work and school, for these women it is not the driving force behind their working. Most of these women have had prior work experience and are now motivated to pursue training to improve or completely change their work situation. Their reasons for entering training are based on their desire for work, not their need for work. Women workers are very often perceived as second breadwinners, as persons who work out of economic necessity rather than from a desire to work. These data would indicate the contrary--that a larger group of women are actively pursuing a job and that the strictly economic considerations are important to far fewer women.

The fact that many women are motivated by their occupational desire and others by their family circumstances and economic desires only makes them more like men, who also have a variety of motivations for working.

Women who are dissatisfied with their prior jobs (primarily Career Changers) may be potential recruits for non-traditional and mixed training. They are obviously willing to reconsider their occupational choice, since many are returning to training entirely different from previous training. Additionally, a large group of young, single Reentrants without children indicated that they were returning to school to Learn a New Skill or Occupation. Some of these women had training in other postsecondary programs and over 90% had some work experience. They were obviously seeking a more satisfactory work situation, as were the large group of Changers who were dissatisfied with their jobs. Both of these groups of women ought to be challenged to consider as broad a range of occupations as possible to find a more satisfactory occupation. Since many are young, single and without children, they would find it easier to try something totally new. The majority of these women, however, are entering the familiar traditional training and the problems of reaching them before they make their final decisions are not yet solved (See Career Decision Making).

8. Service Needs

Findings

- The greatest need expressed by more than half the women was for assistance in job placement, followed by financial assistance and refresher courses/tutoring.
- Job placement was more important to Reentrants, to low income women, and to young heads of households.
- There was relatively little difference between Reentrants and Career Changers, except that more Career Changers needed financial assistance. Women who had not completed high school, those who were heads of households, particularly those with children, those who had low income, and those who were Black needed financial assistance.
- Eighty percent of all women had at least one or two service needs: half as many had three or more service needs.

Issues

The needs that women expressed reveal that for the most part, adult women perceive that it is the role of the school to provide specific educational or course related services. They do not express a need for the school to provide "support services" that fall outside education-related areas. "Support service" needs may not be a factor for the women surveyed who are presently enrolled in a vocational program. If these needs have not been met prior to entry into a vocational program, these women would not have been able to enroll. However, this does not mean that the need for support services is not a barrier for women desiring to enter vocational education.

The need for job placement services expressed by so many women, even those employed in jobs related to their vocational programs, seems to indicate that women want to examine a range of employment possibilities in the labor force. Women who see vocational training as a way to earn a promotion in their present job seem also to feel that the additional training may make them attractive to other employers. However, they feel they lack the know-how and perhaps the time and resources to find other jobs and need assistance in obtaining such employment.

9. Problems

Findings

- The major problems reported by women were insufficient Time and Money, and inadequate Study Habits or learning techniques.
- Problems such as Transportation and Child Care were reported by comparatively few women.
- Those women who were younger, low-income, or heads of households were particularly afflicted with money problems; many married women with higher incomes also indicated that money was a problem.
- Less than one-third of the women had no problems, and an equal number of women had three or more problems. Somewhat more women reported having only one or two problems.
- Women enrolled in non-traditional programs had more problems than women enrolled in traditional programs.

Issues

The responses to the question on problems indicated that for most women one problem blends into another and the effort to solve one problem often causes another. The problem of insufficient time was associated with other problems such as poor transportation, which contribute to further limitations on their time. The need for money made it necessary for many women to work, which encroached upon their time. Lack of time to spend with their families caused personal conflicts, particularly with their husbands and sometimes with their children. There is no evidence that these women viewed the school as a resource that could help them to resolve their problems.

Lack of money often reflected the difficult adjustment for women who had been previously working full-time, and then had to reduce the number of hours worked because of school enrollment. This reduced their income, causing financial difficulties. Living expenses, rather than the cost of school, seemed to be the major problem associated with money.

Although a large group of women indicated a need for refresher courses or tutoring, this was not expressed as a major problem. What was a major problem for the women was the process of relearning how to study effectively.

As with other problems, inefficient studying created its own secondary problems of wasting valuable time and reducing the gain from the training itself. A short course in creative study habits would greatly increase the women's ability to succeed in their school endeavors.

Regardless of how much time the women spent in class, school was peripheral to the women's main concerns--families and jobs. School was an activity in which they had to participate because of their occupational decisions and was to be endured for a short time.

Women who are in school full-time, who are working part-time or full-time, and who have responsibilities to husbands and children, face a complex of problems that in some cases seem overwhelming. This alone is not surprising; what is surprising, however, is the percentage of women who voluntarily take on the additional responsibilities of school at this time in their lives.

It is clear that our sample was a self-selected one. Women who cannot solve their basic problems with child care, transportation, and finances simply do not enroll. Some who do enroll continue to have problems with these issues, but if they have not found some solution, the rest is too complicated to manage at all.

10. Women Who Never Worked

Findings

- Only 7% of the sample were women who had Never Worked and were now preparing to enter the labor force for the first time by taking a vocational program at a postsecondary institution.
- The women who Never Worked were younger than Reentrants; 45% of the Reentrants sample and 31% of the Never Worked were over 35 years of age.
- More women who Never Worked lived in metro areas (65%) than Reentrants (60%) and more were minority (19% to 13%).
- Of the women who Never Worked almost as many had household incomes of $15,000 and above, (35%), as did the Reentrants (38%), but more had low family incomes (39% to 32%).
- Fifty-seven percent of the Never Worked were married, somewhat fewer than the Reentrants (65%). The percentage who were separated, widowed or divorced was the same as Reentrants, but 21% were never married, compared to only 12% of the Reentrants. Eighty percent of the Never Worked had children compared to 85% of the Reentrants.
- Somewhat more of the Never Worked had children under six years of age, but also more of them had three or more children (51%) than Reentrants (45%) even though they were younger.
- Sixty-three percent of the Never Worked who were separated, widowed or divorced had experienced this marital status change during the prior two years, compared to 49% of the Reentrants.
- Over half of the Never Worked were enrolled in a general curriculum in high school and an even larger percentage did not work while in high school nor were they likely to have attended another postsecondary educational program. Of those who did attend, a larger percentage did not complete the program than among the Reentrants.
- More women who Never Worked did not graduate from high school and more than one-half (58%) had their first child less than two years after leaving high school, compared to only 27% of the Reentrants.
- Sixty-five percent of the Reentrants and 51% of the Never Worked had waited more than ten years from leaving high school to entering the current programs.
- Women who Never Worked were more frequently enrolled in traditional programs, particularly in the health occupations.
- More women who Never Worked were motivated by the desire to learn something useful than were Reentrants, and more were motivated by the fact that their children were in school or no longer dependent.
- More of the women who Never Worked indicated that they had three or more service needs.

Issues

The profile of Women who Never Worked describes women who became parents as teenagers and either did not complete high school or because of early childbearing were not in a position to attend postsecondary school following high school. The Women who Never Worked did not conform to the traditional stereotype of the Reentrant, a middle-aged woman who because of a decrease in family responsibilities or because of divorce or widowhood undertakes a vocational program as a means of assuming some or all of the financial responsibilities of the home. Rather than a stable small-town mother who enters the labor force after her children have grown up, the Never Worked woman was more likely to be urban and with younger children.

Although their first children were born within a year of their leaving school, most of the Never Worked were now married, and did not fit the stereotype of the single teenage mother. The majority of these women were 25-34 years of age. They were likely to be younger than the women in their current schools program. Many indicated that they were motivated to return to school by diminishing responsibilities of child care. They were the only group with only a 70% high school completion rate (for most others it was 85% or more).

Some type of work experience program is vital to assist in their transition to the labor force. This type of work experience is likely to occur for the 40% of the women in the nursing programs, who will participate in a practicuum. However, unless some sort of work/study program is available and promoted by the schools for the remaining 60%, it is unlikely that they will have the much needed benefit of such experience.

Programs designed to serve women rentering the labor force should recognize that women who have Never Worked represent a very small percentage of Reentrants. Over 80% of the Reentrants all had had some work experience; most had been steadily employed prior to the time they left the labor force and, therefore, had much work experience to build upon. Others had been employed intermittently part-time and part-year in jobs largely in the secondary labor force. They had been employed on a temporary, haphazard basis at whatever job became available. In designing programs to meet women's needs, the differences among women in work histories, current and future responsibilities and capabilities, all must be balanced and considered when providing support, counseling and appropriate training. Although most women have had some work experience, the programs must also be able to serve the Reentrants who Never Worked, many of whom have severe limitations due to inadequate education and the absence of work experience.

11. Steady and Intermittent Employees

Data strongly supported the hypothesis that significant distinctions exist between women with different labor force experiences. Women whose employment had been steady, usually in a single occupation (Steady Workers) and those whose employment was characterized by frequent entry and exits from the labor force or among different occupations (Intermittent Workers) exhibited similarities which cut across the Reentrant and Career Changer classifications.

These differences occurred in their demographic characteristics and their educational and work experiences. Because these differences have programmatic implications, they are presented in a separate chapter. The formal definitions of the two groups are:

> Steady employees--those persons who worked at the same or related occupations for a period of two or more years prior to their entry into vocational education or to their last exit from the labor force.
>
> Intermittent employees--those who entered and left the labor force repeatedly, most often being employed in a variety of unrelated occupations, during the two or more years prior to entering vocational education or prior to their last exit from the labor force.

Findings

- More Intermittent workers were young (under 25 years of age), Black and/or low-income (under $7,500) than were Steady workers.
- Similar percentages of Intermittent and Steady women were married and had children, but the children of Intermittent workers were more often under six years of age.
- Seventy-four percent of the Steady women completed postsecondary vocational programs in which they were previously enrolled, compared to 63% of the Intermittents.
- Career Changers who had worked steadily prior to entering their current program were different from both Career Changer Intermittents and from Reentrants in the number of hours of attendance, number of days of attendance, and their employment status during their current program.

- Most women were in school for only one year in their current program; only Steady Career Changers had as many as 50% enrolled in programs of longer duration.
- Half of all Reentrants and Intermittent Career Changers were enrolled full-time (25 hours or more); fewer Steady Career Changers were in school full-time.
- Steady Career Changers attended school for fewer hours because more were working full-time.
- Most Steady Career Changers who were not working while attending school were in class five days a week, with some in class both during the day and in the evening. More than two-thirds of all women working part-time were enrolled in school five days a week.
- Steady Career Changers with 3 or more children had a higher percentage enrolled in school full-time than those with fewer children.
- Few women attended evening classes; most of those who did were the Steady Career Changers who were working full-time.
- The Intermittents had a much lower percentage of women enrolled in nursing, particularly in the Registered Nurse programs.

Issues

Women who are intermittent workers were much different from women who have worked steadily. Most importantly, they were much younger than steady workers and more were likely to be Black or another minority. Half were low-income.

The Steady Career Changers differed consistently with other groups in their participation in current vocational programs. The number of hours and time of day they attended was highly influenced by their attempt to work and attend school. Those who chose not to work attempted to complete their education as soon as possible in order to return to work.

Steady Career Changers comprised as large a proportion of adult women as did all Reentrants. Yet the patterns of working and attending school were substantially different, and the response the school must make to adequately serve both groups of women must be as different.

The need for institutions to take into account the working requirements of women students in designing their scheduling procedures is extremely important. The changes necessary to completely accommodate full-time workers may not be possible. However, most workers attending school tend to be part-time. Designing flexible scheduling to be responsive to these workers would not be as difficult.

Career Changers exhibited an attachment to the labor force, but for those women with few specific skills (the Intermittents) the need to obtain a skill is essential if they are to continue in the labor force. The group was mostly, poor, Black and with the additional heavy responsibility of heads of households with young children. Previous studies have shown many of these women to be particularly motivated by earnings. 1/ Non-traditional and mixed occupations offer the best opportunity for an improved earning capacity. The Intermittents may be one of the most responsive groups to target for recruitment into mixed and non-traditional training. They are more often seeking employment and can therefore be located and identified more easily. Many who have left other postsecondary institutions prior to completion could also be easily located. Because of the sporadic and changeable nature of their work experience, they may be more willing to consider alternative training opportunities.

Schools should encourage women who desire to work while attending school to do so in jobs related to their vocational training and assist them to get these jobs. Employment of women in related occupations simultaneously with their vocational training can be an extremely important factor in enhancing both their education and training. Such experiences are useful in improving their skills, easing their transition from school to work, and reassuring the women of their ability to perform a job. For non-traditional women, this will increase their confidence in their ability to perform "a man's job, in a man's world." For these reasons, job development for placement in training-related areas is an important service that schools should provide.

1/ Rj Associates, Inc., A Study of the Factors Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Training Schools, 1976 and Women in Non-traditional Vocational Education in Secondary Schools.

12. Non-traditional

Findings

- Non-traditional women were more likely to be Career Changers than Reentrants. Seventy percent of all non-traditional women in the sample were Career Changers. Proportionately more Intermittent Changers than Steady Changers were in non-traditional training.

- The Intermittent workers had the highest percentage of women in training for mixed occupations.

- Women who were Steady Reentrants and those who had Never Worked were more likely to be in traditional training than any other group.

- Non-traditional, mixed and traditional women had substantial demographic differences.
  - Non-traditional women were younger, had a larger percentage of minority women, were more likely to be single or divorced. Although fewer non-traditional women were married, more than half had children, and of those who had children, more than half were single heads of households. One-quarter of the non-traditional women had children under six, more than mixed or traditional women.
  - Mixed women were older, and of the three groups, the most likely to be married. Two-thirds had children; of those who had children, one-third had three or more children. Over two-fifths had an income over $15,000.
  - Traditional women, by characteristics of age, income, minority status, marital and parental status fell between the mixed and non-traditional women.

- Few women in any category were enrolled in vocational education while they were in high school and of those who were, the majority were enrolled in traditional training. A larger percentage of those currently enrolled in traditional rather than non-traditional training were enrolled in traditional training in high school.

- Over half of the traditional women were currently enrolled in health occupations. Only one-third were in business occupations.

- Almost half of the mixed women who participated in another postsecondary educational program were enrolled in business courses. In the current program, an even larger group of the mixed women were training for business occupations. Another quarter were in distributive education.

- Half of the non-traditional women were in trade and industrial education and another quarter were in technical occupations.

- The programs in which non-traditional women were currently enrolled were almost twice as likely to be two-year programs as were the programs of traditional women.
- Many more traditional women than others were attending school full-time.
- More non-traditional women were working, but fewer who worked were in jobs related to their current training.
- More non-traditional women were motivated to return to school to learn a new skill and more were dissatisfied with their prior job or occupation.
- Non-traditional women had more problems than other women.

Issues

The desire to upgrade one's position, to move into occupations with more potential for upgrading or to increase earning potential resulted in the movement of women who previously had been in traditional fields into training for mixed or non-traditional occupations. Women who had had previous training in traditional clerical occupations were now enrolled in accounting, computing, data processing and business supervisory programs--all mixed and non-traditional programs--as often as they were enrolled in traditional programs.

Although this occurred in the business occupations, the movement out of traditional and into mixed and non-traditional training did not occur among women in the health occupations. Their upgrading was from one traditional program to another traditional program. Women previously enrolled in Nurses' Aide or Licensed Practical Nurse programs were now enrolled as Registered Nurses. Although there is some gain in income, none of these jobs pays an adequate salary and upgrading comes mainly through additional credentialling. The result is that the women enrolled in health occupations were for the most part entering occupations with limited reward both in salary and opportunity for upward mobility, but these women continue to comprise a large share of the adult women enrolled in postsecondary vocational education.

There is a real need for a high school entry level program in health which will provide women with the same type of entry skills in the health professions that clerical training and typing provides in the business occupations. Such a program should provide them with an earlier and broader exposure to the possibilities in the health technical areas which might open an opportunity for upgrading similar to what is occurring in the business field.

Consideration of mixed and non-traditional occupations occurs predominantly with women who are in the labor force (Intermittent Changers, specifically). Their interest seems to be, in part, a response to the first-hand experience with the problems of traditional jobs. Non-traditional women were more likely to be recruited from among those who knew and understood the problems of working in traditional jobs, particularly those that have had an intermittent work history, and therefore no attachment to or investment in a single field of endeavor. Reentrants,having been out of the labor force and somewhat insecure about their re-entry, were drawn to the traditional occupations.

These data are important to consider in the development of programs which counsel and recruit women into non-traditional training and employment. Many of the programs designed to encourage women to enter non-traditional occupations are geared for Reentrant women or women who have Never Worked.

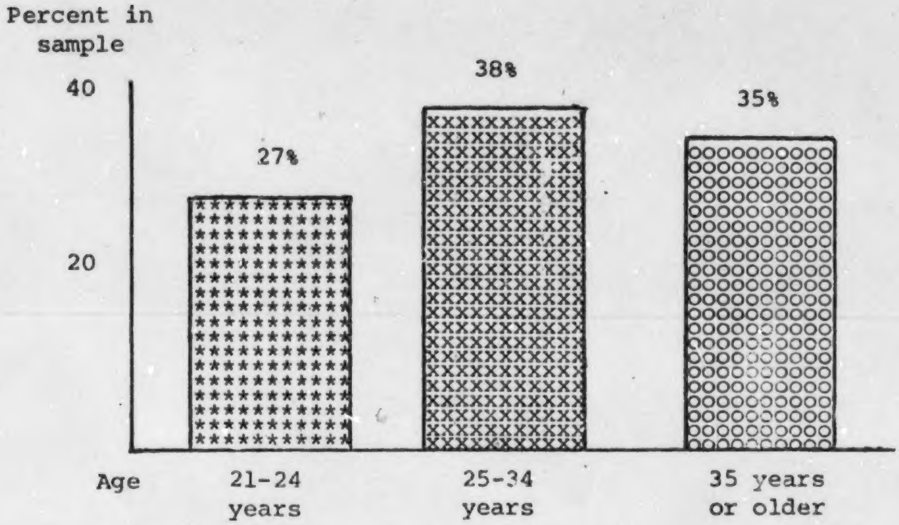
Adult women have many problems with which they must cope; non-traditional women have all these problems, plus the difficulties that follow moving into a new field. Many of these problems cannot be resolved by outside agencies or schools, but clearly the group that needs the most assistance is the women entering non-traditional training. Part of the reason that so large a percentage of non-traditional women attended school in the evening, compared to other women, may be that non-traditional programs are attended mainly by men, and for their convenience; women who desire such training, therefore, must also attend in the evening. To alleviate those problems associated with entry into non-traditional training and employment, there is much that a program or school can do to make women more at ease with their surroundings, less subject to negative behavior by teachers or men in their classes, and more supported by job placement efforts.

III. Reentrants and Career Changers

A. Adult Women in Vocational Education

In 1976, adult women 21 years of age and older who participated in vocational education made up 40% of all postsecondary women students. 1/ Based on data from this survey, women 21-24 years of age represented 27% of the sample, those 25 to 34 years of age 38%, and those 35 or older, 35%. 2/ The analysis in this report is based on these age groups.

Chart A.--Age of adult women in vocational education.

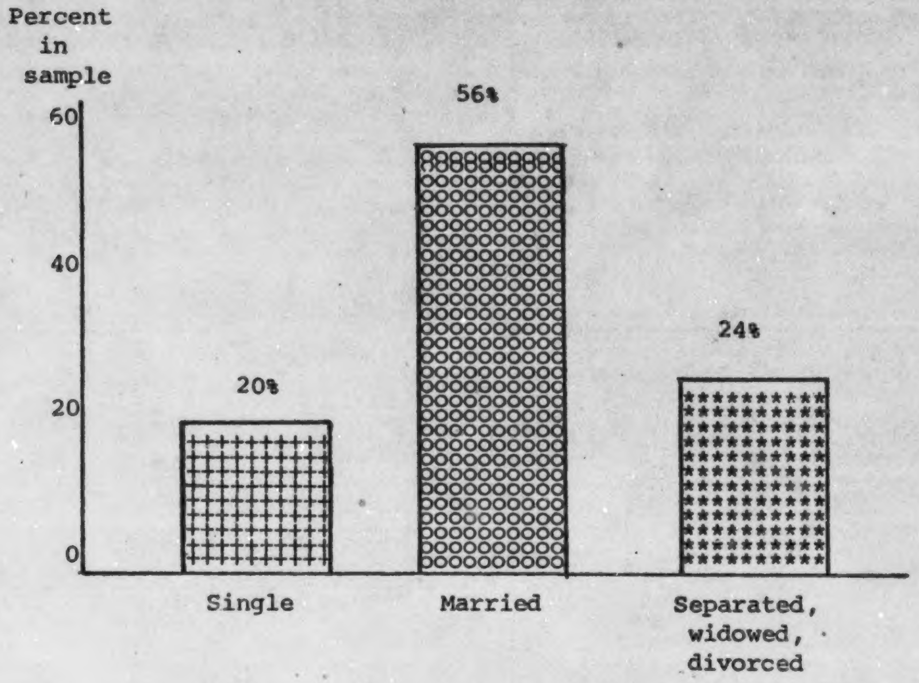


Sixty-three percent of the women lived in metropolitan areas. Only 14% of the women were of minority groups - 9% Black, 2% Hispanic, 1% Asian, and 1% American Indian.1/ Most women were married, and most had children. Twenty-two percent were heads of households with children.

1/ Rj Associates, Inc., A Study of the Factors Influencing the Participation of women in Non-traditional Occupations in Postsecondary Area Vocational Training Schools, and the National Center for Educational Statistics, Survey of Characteristics of Students in Noncollegiate Postsecondary Schools.

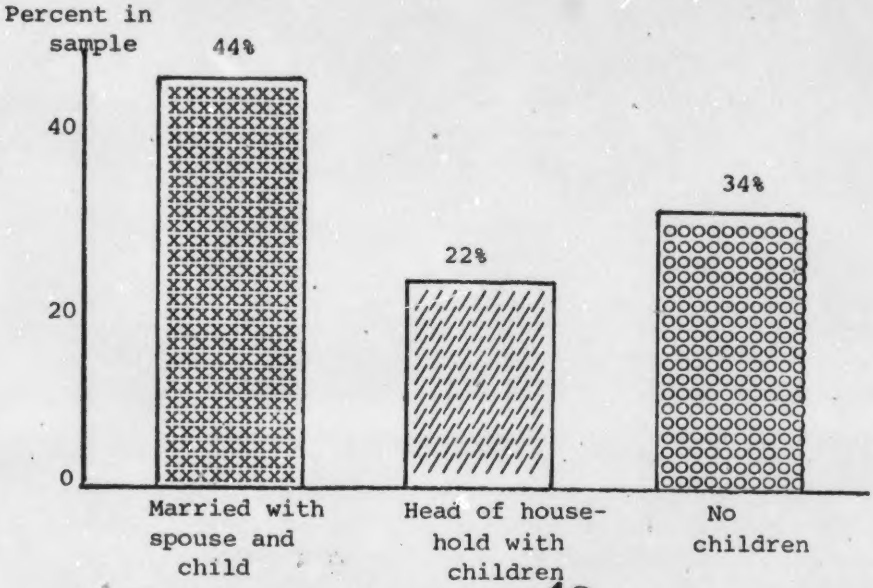
2/ Twelve percent (12%) of all adult women were over 45 years of age and 5% were over 50 years of age. Twenty-six percent (26%) White and 36% Black adult women students were under 25 years of age.

Chart B.--Marital status of adult women in vocational education.



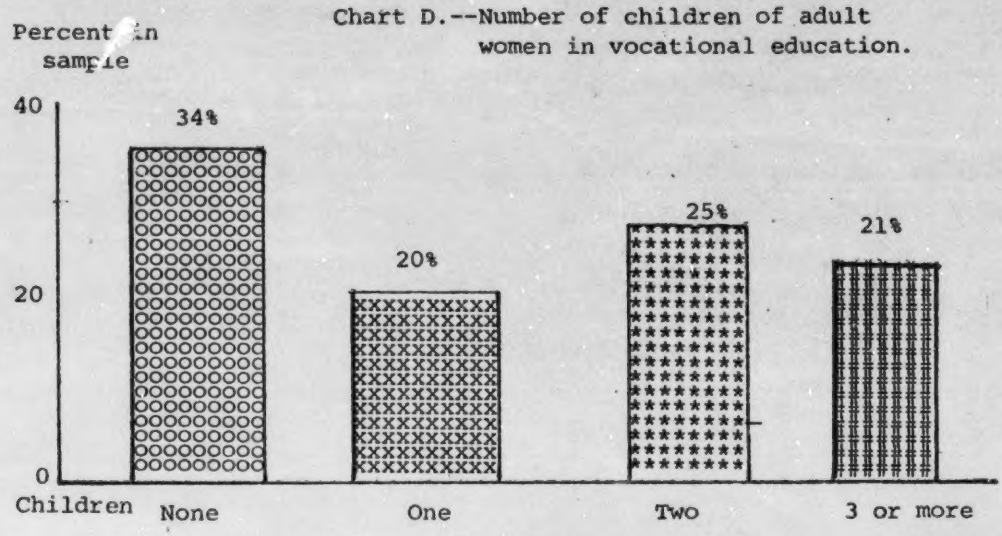
Fifty-five percent of Blacks were heads of households with children. Three times as many Blacks were single and 1.5 times as many were separated, widowed or divorced.

Chart C.--Presence of children.



Nearly half (46%) of the women had two or more children.

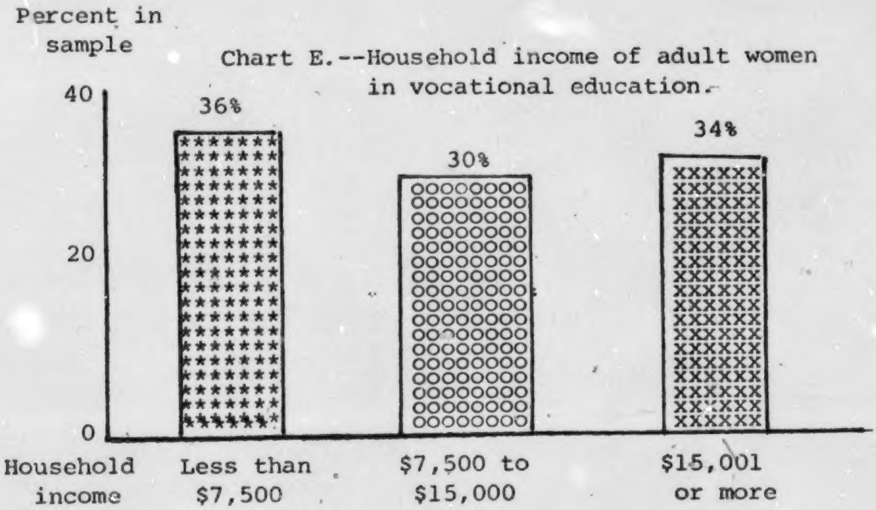
Chart D.--Number of children of adult women in vocational education.



One-quarter (25%) of the women with children had children under six years of age, and nearly one-quarter (23%) had at least one child over the age of 18.

Among those who reported their household income, over one-third (36%) lived in households with less than $7,500 annual income.

Chart E.--Household income of adult women in vocational education.



Presumably many women will move to higher income groups upon completion of their training and acceptance of a job.

Sixty-five percent of Blacks were low-income.

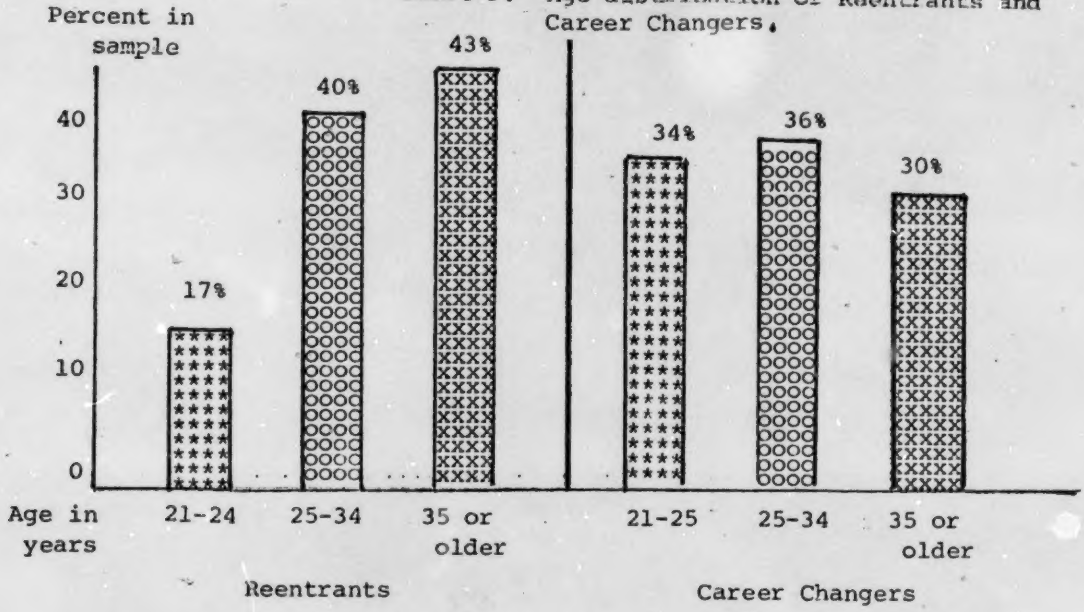
Reentrants and Career Changers

The adult women in vocational education were made up of two very distinct groups with different socio-demographic characteristics. Forty-one percent of all women were Reentrants and 59% were Career Changers. 1/ Fifty-two percent of all Black women were Reentrants.

Age

Women who were Career Changers had returned to vocational education at a much earlier age than had the Reentrants. One-third of the Career Changers were under 25 years of age; however, only 17% of the Reentrants were as young. Forty-three percent of the Reentrants were 35 years of age or older compared to only 30% of the Career Changers.

Chart F.--Age distribution of Reentrants and Career Changers.



1/ See definitions in the glossary.

44

Age

The Career Changers represented a larger proportion of single women because so many Career Changers were under 25 years of age. Twenty-five percent of the Career Changers were single compared to 14% of the Reentrants. A nearly equal proportion of each group were separated, widowed or divorced; only half of the Career Changers were married compared to nearly two-thirds (63%) of the Reentrants.

Table 1.--Marital status of adult women.

Marital status	Adult women in vocational education	
	Reentrants 1/	Changers
Single	13.5[a]	25.0[a]
Married	63.2[b]	49.9[b]
Separated, widowed, or divorced	23.3	25.1

a^{***}, b^{***}

Differences in marital status occurred largely among the group of women 35 years of age and older. For women younger than 35, the marital status of Reentrants and Career Changers was similar.

Table 2.--Marital status of adult women by age, in vocational education.

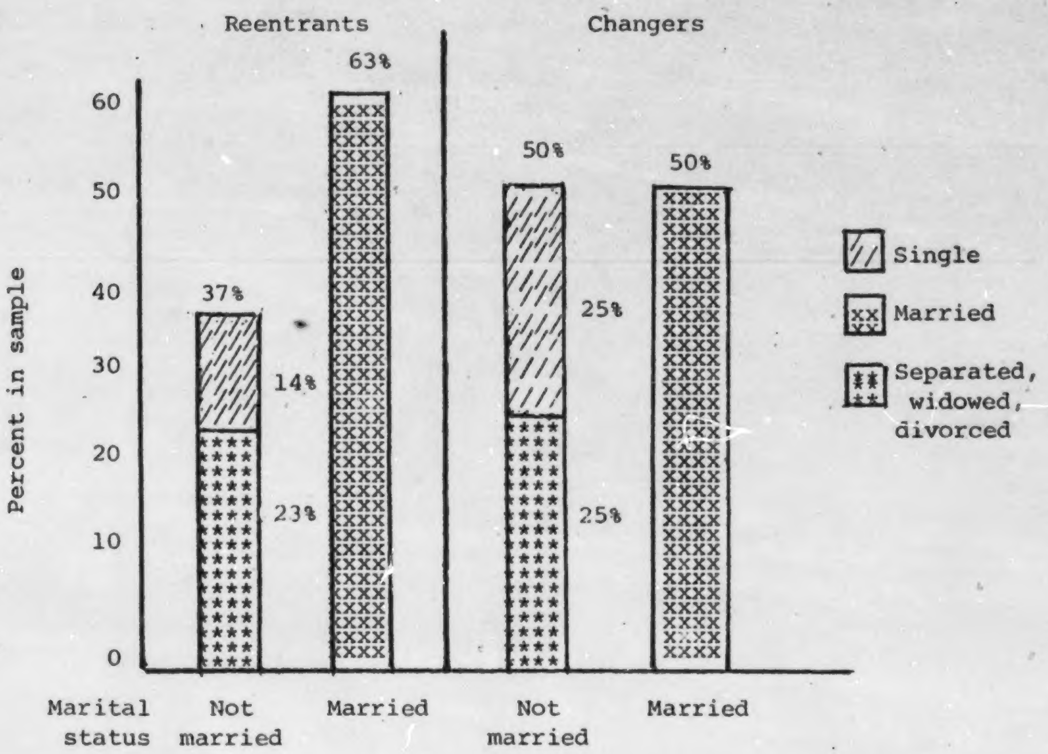
Marital status and age	Adult women in vocational education	
	Reentrants 1/	Changers
Under 25 years		
Single	52.2	53.1
Married	30.4	33.3
Separated, widowed, or divorced	17.4	13.6
25 - 34 years		
Single	10.7	16.1
Married	61.7	58.9
Separated, widowed, or divorced	27.6	25.0
35 and older		
Single	1.3	2.5
Married	77.5[a]	62.0[a]
Separated, widowed, or divorced	21.2[b]	35.4[b]

a^{***}, b^{***}

1/ Data presented on Reentrants includes women who were entering the labor force for the first time since high school. Only in Chapter IV-A, Never Worked does the data on Reentrants exclude these women.

For those 35 and older, 78% of Reentrants but only 62% of Career Changers were married. A very small proportion (less than 3%) of either group of older women were single (never married), but 21% of Reentrants and 35% of Career Changers were separated, widowed or divorced. Thus, a dominant characteristic of the Career Changers was that half of them were young and single (never married) or older and single (separated, widowed or divorced).

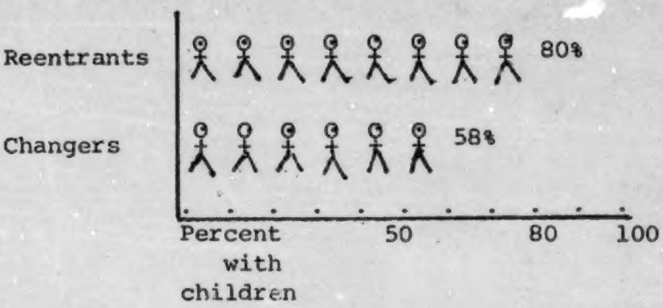
Chart G.--Marital status of adult women.



These differences in marital and age characteristics were further complicated by the differences in the number of children.

Among Reentrants, 80% had children compared to 58% of Career Changers who had children. And each socio-demographic group of women Reentrants had more children than did Career Changers.

Chart H.--Women with children.



Of the Reentrants who were married, 86% had children; however, among the Career Changers who were married, only 71% had children. For those who were not married, 66% of Reentrants had children, but 45% of Career Changers had children. More Black Reentrants (86%) had children than Black Career Changers (57%).

Table 3.--Presence of children, by marital status.

Marital status	Adult women in vocational education	
	Reentrants	Changers
Married, with children	86.2 *a*	71.0 *a*
Not married 1/ with children	66.0 *b*	44.9 *b*

1/ Single, separated, widowed, or divorced.
*a****, *b****

Proportionately more Reentrants of every age had children than did Career Changers. Fifty-seven percent of Reentrants under 25 had children compared to 32% of Career Changers. Eighty-six percent of Reentrants 35 years and older had children compared to 75% of Career Changers.

This was true for every income level, for every racial/ethnic group in every region of the country, in metro as well as non-metro areas, for all heads of households in each age group and all co-heads of household in each age group.

Table 4 .--Presence of children by characteristics of the adult women.

Characteristics	Adult women with children	
	Reentrants	Changers
Age		
21-24 years	57.1 a	32.4 a
25-34	80.7 b	63.5 b
35 or older	86.1 c	74.7 c
Income		
$7,500	75.6 d	54.3 d
$7,501-$15,000	77.6 e	61.9 e
$15,001 and over	86.0 f	65.9 f
Location		
Metro	82.8 g	53.6 g
Non-metro	75.2 h	66.2 h

a***, b***, c**, d***, e**, f***, g***, h*

Number of Children

Not only did more Reentrants than Career Changers have children, but among those who had children, Reentrants had more children. Forty-six percent of Reentrants had three or more children, compared to 38% of Career Changers who had three or more children. Nearly all of the women had some children living in the household. Thirty-six percent of Reentrants had three or more children in the household compared to 29% of the Career Changers.

Table 5.--Presence of children by number of own children and number of children in household.

Number of own children	Adult women in vocational education	
	Reentrants	Changers
One child	20.1[a]	25.5[a]
2 children	33.7	35.9
3 or more children	46.0[b]	38.4[b]
Number of children in household		
One child	27.1	31.7
2 children	36.8	39.4
3 or more children	36.2[c]	28.7[c]

a*, b*, c*

Children's Ages

Among women with children, there was a remarkably similar distribution of their children's ages. Slightly more Reentrants (29%) than Career Changers (26%) had children over 18 years of age and a similar proportions of Career Changers (24%) and Reentrants (28%) had children under six. The greatest difference was that more Reentrants (57%) had at least one child over the age of 12 compared to Career Changers (48%).

Table 6.--Women with children, by presence of children under six years of age.

Presence of children under six	Adult women with children	
	Reentrants	Changers
Children under 6	28.4	24.0
No children under 6	71.6	76.0

Table 7.--Age of oldest child

Age of oldest child	Adult women with children	
	Reentrants	Changers
Less than 6 years	15.6[a]	21.9[a]
6 - 11 years	26.9	30.2
12 - 18 years	28.3[b]	21.9[b]
Over 18 years	29.1	25.9

a*, b*

Household Status

The differences between the Reentrants and Career Changers were very great with respect to household status. A much larger proportion of Reentrants (55%) were married with a spouse and child compared to the Career Changers (36%). On the other hand, 15% of the Career Changers and 9% of the Reentrants were married and had no children, and more Career Changers (23%) than Reentrants (13%) lived with other adults. Similar proportions of Reentrants and Career Changers (18% and 17% respectively) were not married and lived only with their children, but twice as many Career Changers (10%) as Reentrants (5%) lived alone.

Table 8 .--Household status of adult women.

Household status	Adult women in vocational education	
	Reentrants	Changers
Spouse and child	55.3 a	36.1 a
Spouse with no child	8.9 b	14.8 b
With other adults	12.9 c	22.6 c
With child only	18.0	16.5
Alone	5.1 d	10.0 d

a***, b**, c***, d**

Although the specific arrangements were different, most Reentrants (77%) and Career Changers (74%) were living with other adults with whom they could at least share the expenses of food and shelter and perhaps the responsibility of child care while they were in class.

Summary

All of these findings suggest that the family responsibilities of many of the Reentrants were greater than those of the Career Changers. It was not clear whether Career Changers had chosen a lighter family responsibility in order to work or whether they were working more and/or returning to school at an earlier age because they had fewer responsibilities.

What was clear was that women with family responsibilities who went to school full-time had greater difficulty meeting all of their commitments than did women with no family responsibilities. It was very likely that many women were excluded from returning to school because they could not make adequate accommodations for their families during that time.

Income

A slightly larger proportion of Changers (39%) than Reentrants (33%) lived in households with incomes lower than $7,500 per year. Proportionately more Reentrants (37%) than Career Changers (32%) had annual household incomes over $15,000.

Table 9 .--Household income of adult women.

Household income	Adult women in vocational education	
	Reentrants	Changers
Under $7,500	32.7[a]	38.9[a]
$7,500 - $15,000	30.2	29.1
$15,001 and over	37.1	32.0

[a] *

This was somewhat surprising, since Career Changers by definition had been working prior to entry into school, and more Career Changers were still working. Fifty-seven percent of Career Changers were working and going to school, compared to only 13% of Reentrants.

Table 10.--Employment status of adult women while attending school.

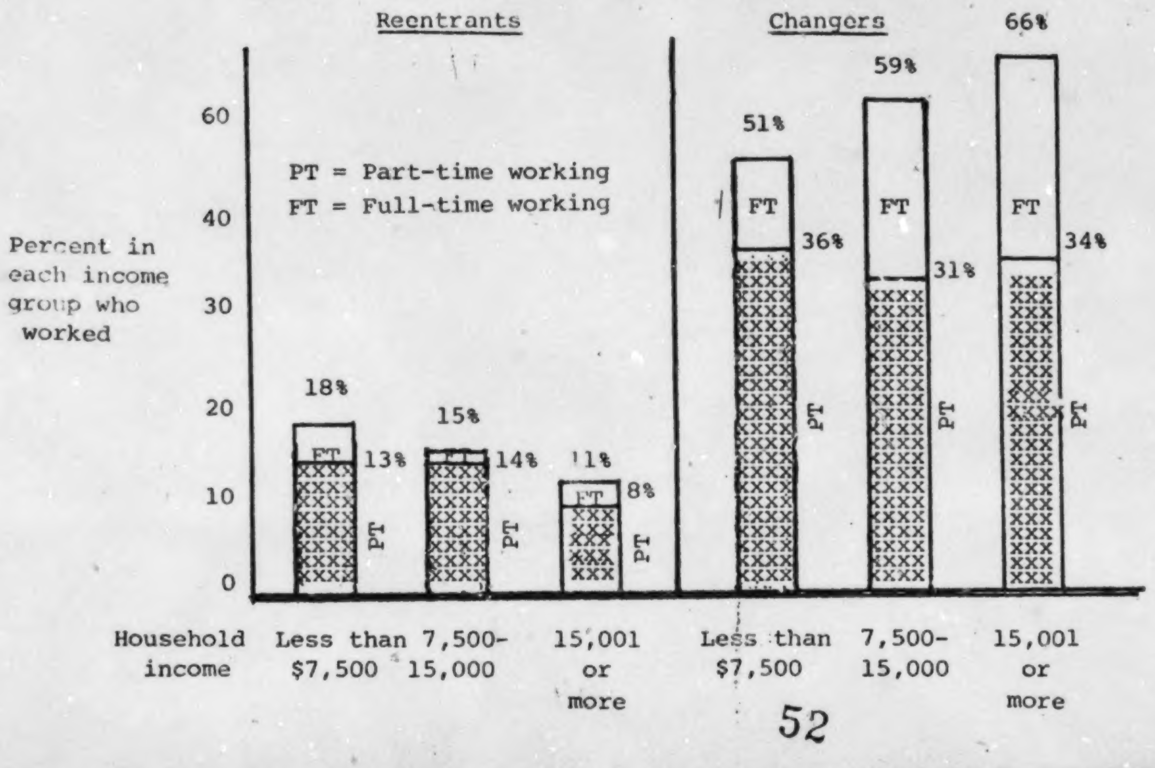
Employment status	Adult women in vocational education	
	Reentrants	Changers
Full-time	3.0 *a*	23.2 *a*
Part-time	10.3 *b*	33.7 *b*
Not working	86.7 *c*	43.1 *c*

*a***, b***, c****

In fact, among those who were working, proportionately more Career Changers (37%) than Reentrants (28%) had higher incomes ($15,000 or more), probably because more Career Changers were working full-time.

However, in every income group a larger percentage of Career Changers were working than were Reentrants. Thus, it appeared that more Career Changers had to work to maintain the same income as Reentrants who were not working.

Chart I.--Women who were working while attending school.

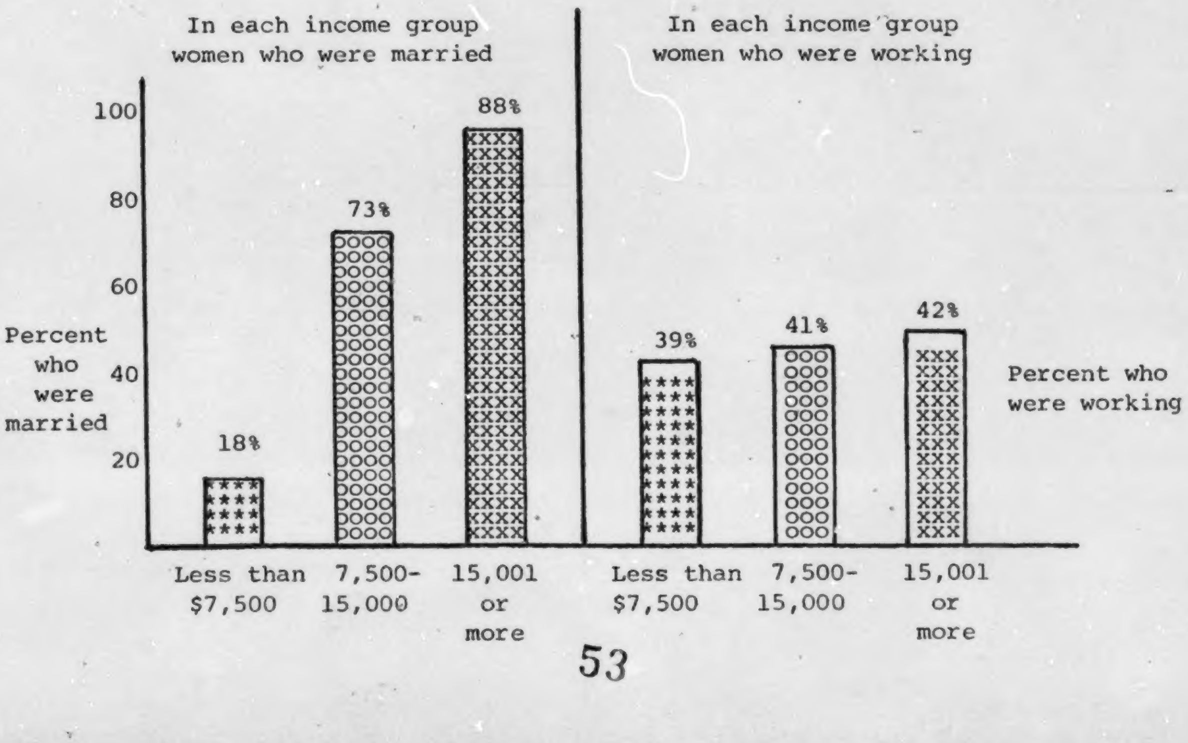


In spite of the fact that a large percentage of Career Changers were working, many were working part-time, many were not married, and many earned wages that were were not as high as mens'. Thus, the fact that Career Changers were working was not sufficient to raise their household incomes to a level equal to or higher than those of the Reentrants--most of whom were married and presumably had the income support of a spouse.

Household income was influenced by the number of workers in a household and the characteristics of those workers. Men earned more than women, and older workers more than younger workers. Thus, the fact that a larger percentage of Reentrants were married, and more were older (and were, therefore, likely to have older husbands) accounts for the fact that a larger percentage of Reentrants had higher incomes.

Data on all adult women in the survey points out that marital status is a much better predictor of household income than is women's work status.

Chart J.--Marital status and employment status, by income group.



A higher proportion of women in each of the higher income groups were married. Eighteen percent of all adult women with incomes of less than $7,500 were married compared to 73% of those with incomes $7,500-$15,000, and 88% of those with incomes over $15,000.

For all adult women in the survey the same percentage of women (approximately 40%) were working in each income group. Thirty-nine percent of women in households with less than $7,500 were currently working and 42% of women in households with over $15,000 annual income were currently working.

Table 11.--Marital status of adult women, by income.

Marital status	Adult women in vocational education	
	Reentrants	Changers
Under $7,500		
Single	24.0[a]	38.5[a]
Married	17.4	17.9
Separated, widowed, or divorced	58.7[b]	43.6[b]
$7,500-$15,000		
Single	5.6[c]	13.1[c]
Married	82.5[d]	66.8[d]
Separated, widowed, or divorced	11.9[e]	20.1[e]
$15,001 and over		
Single	1.6[f]	13.7[f]
Married	97.4[g]	80.3[g]
Separated, widowed, or divorced	1.0[h]	6.0[h]

a**, b**, c*, d**, e*, f***, g***, h*

A similar correlation between marital status and income occurred among Reentrants and Career Changers. Few women with low incomes were married and 80% or more who had incomes over $15,000 were married.

The fact that fewer Career Changers than Reentrants in each income group were married was balanced somewhat by the fact that more Career Changers in each income group were working. The fact that their working did not raise their income to that of other women who were dependent on their husband's work status was in part a result of the large group who were working part-time and in part a result of the wage and salary level of most jobs held by women, relative to those held by men.

Special Populations

There has been a great deal of recent concern over populations of women with special educational and employment needs. The amount of data available about these groups is at present very small. Two of these groups, not necessarily mutually exclusive, are Displaced Homemakers and single 1/ mothers. The definitions of Displaced Homemakers vary, but most include women who have not worked in the labor force for a substantial number of years and who are not now supported by a husband. 2/

Recent labor force data (1977) indicate that among women ages 25-59, 4% have Never Worked and 23% have not worked for five or more years. 3/ These two groups represent 27% of all women ages 25-59.

Most women in our sample also had had some employment experience; only 7.1% of our total sample of women had Never Worked, and an additional 13% had not worked for over five years. This represents 20% of the entire sample.

This lack of recent work experience would define these women as Displaced Homemakers if they were not supported by a husband. The majority of women in this age group are, however, supported by a husband. In our sample 63% of Reentrants were

---

1/ Single, separated, widowed or divorced.
2/ Federal Register, Volume 44, No. 14-Friday, January 19, 1979.
3/ Bureau of Labor Statistics, Employment and Unemployment, 1978.

married with a spouse present. Assuming the marital status of these women is similar to that of all Reentrants, then the women in the sample who had not worked for five or more years and who were not supported by a husband equal 7.2% of all adult women in postsecondary vocational education. It is likely that approximately one-tenth of this 7.2% had never been married and most would not qualify as Displaced Homemakers, as they were single and living at home with parents. Other single women were teenage parents on public assistance and would qualify.

The group most often referred to among Displaced Homemakers are women who were recently separated, widowed or divorced. The expected behavior among these women is that shortly after their marital status change they will attempt to reenter school or the labor force and will do so with much difficulty because of the long period since they last worked. Although 24% of Reentrants in our sample were separated, widowed or divorced, one-half of them had experienced such a change in marital status over two years ago and had neither returned to school nor to the labor force. These women were made up primarily of two groups, those who were living with other adults or relatives who had income, and those who were obviously supported by some type of transfer payment, alimony, public assistance, social security, etc.

Among Career Changers who were separated, widowed or divorced for over two years, data indicated little change in their labor force status in response to their change in marital status. Most had been working and simply continued. Some had been working part-time and increased their working hours. However, less than 3% of these women were those who were not working at the time of their marital status change and who had then returned to or entered the labor force.

Among the Career Changers and Reentrants who had experienced a recent (within last two years) marital status change, many had had work experience within the prior five years.

Although the number of women who fit the definitions of Displaced Homemakers was small, the number of women with significant educational and employment needs was considerable. Twenty-four percent of Reentrants and 22% of Career Changers were women who were single heads of household (including those separated, widowed, or divorced) with children. While one-third (36%) of the entire sample of adult women were low income, 82% of the Reentrants and 69% of the Career Changers who were separated, widowed, or divorced had household incomes of less than $7,500. Although 84% of the total sample of adult women had graduated from high school, 73% of the women who were separated, widowed, or divorced had graduated from high school. 72% of single[1/] women with children did not graduate from high school. Adequate counseling, employment training and support are essential to assist these women in their ability to provide support for themselves and their families.

1/ Single, separated, widowed or divorced.

B. High School Education

Of all adult women currently enrolled in postsecondary vocational education, 35% had enrolled in an academic program while in high school, 18% in a vocational education program and 48% had been enrolled in the general curriculum. There were only very slight differences between Reentrants and Career Changers.

Table 12.--High school curriculum.

High school curriculum	Adult women in vocational education		
	TOTAL	Reentrants	Changers
Academic	34.5^{ac}	32.9	36.2
Vocational education	17.7^{ab}	19.0	17.0
General curriculum	47.8^{bc}	48.2	46.8

a^{***}, b^{***}, c^{***}

High School Completions

Eighty-four percent of all of the adult women students graduated from high school and another 12% obtained a high school equivalency. This was similar for both Career Changers and Reentrants.

Table 13.--High school completion..

High school completion	Adult women in vocational education		
	TOTAL	Reentrants	Changers
High school graduate	83.9^{m}	80.8^{a}	86.1^{a}
Equivalency	12.4^{m}	14.8^{b}	10.8^{b}
Did not complete high school	3.6	4.4	3.1

a^{**}, b^{*} - m^{***}

Ninety-four percent of Reentrants and Career Changers who had been in an academic program in high school graduated from high school, whereas for those who had been in a general curriculum, the completion rate dropped to 75% and 82% respectively. 1/

Table 14 --.High school completion, by high school curriculum

High school curriculum	Adult women in vocational education	
	Reentrants	Changers
Academic	94.1^{mn}	94.5^{ap}
Vocational education	83.5^{n}	86.1^{p}
General curriculum	75.3^{am}	82.0^{ao}

a* - m***, n**, o***, p**

Table 15 .--High school completion, by characteristics of the women.

Characteristics	Adult women in vocational education	
	Reentrants	Changers
Household income		
Less than $7,500	73.9^{m}	78.4^{n}
$7,500 - $15,000	81.3	86.7
$15,001 and over	89.4^{m}	94.3^{n}
Marital status		
Single	82.8^{a}	94.5^{ao}
Married	83.5	87.9
Separated, widowed, divorced	71.8	73.5^{o}

a ** - m***, n***, o***

1/ Completion is used interchangeably with graduation. Most women in the sample who did not complete high school have obtained a high school equivalency.

The difference in the proportion of women who graduated from high school also varied greatly with the women's current income and family status. Women in households with incomes of less than $7,500 had a considerably lower completion rate than women in households with $15,001 or higher incomes. [1] Seventy-four percent of Reentrants and 78% of Career Changers in low income households completed high school compared to 89% of Reentrants and 94% of Career Changers in high income households. A higher percentage of single or married than separated, widowed or divorced women completed high school. Unmarried women with children comprised the lowest percentage of completers, compared to women with no children, who had the highest.

Table 16.--High school completion, by characteristics of the women.

Characteristics	Adult women in vocational education	
	Reentrants	Changers
Number of children		
No children	87.3 am	95.0 an
1-2 children	81.0	80.4
3 or more children	76.2 m	79.7 n
Family status		
Married with child	82.1 os	86.0 p
Unmarried with child	73.0 s	69.9 q
No children	87.0 bo	95.3 bpq
Location		
Metro	83.8 r	87.7
Non-metro	76.3 r	83.3

*a**, b**, - m*, n***, o*, p***, q***, r*, s**

---

[1] Since people with similar educations tend to marry, this probably reflects the inability of both men and women without high school diplomas to earn a decent income.

Table 17.--Years between leaving high school and birth year of first child, by school completion.

Years between leaving high school and birth year of first child	Adult women in vocational education			
	Reentrants		Changers	
	Completed high school	Did not complete high school	Completed high school	Did not complete high school
0 - 1 years	26.1[a]	59.7[a]	31.6[d]	51.9[d]
2 - 5 years	44.8[b]	26.9[b]	48.9	41.8
6 and over	29.1[cf]	13.4[c]	19.5[ef]	6.3[e]

$a^{***}, b^{**}, c^{*}, d^{***}, e^{**}, f^{**}$

Women who did not complete high school were likely to have had their first child within a year of leaving high school. Sixty percent of Reentrants who did not complete high school had a child within one year after leaving school. Among Reentrants who did not complete high school, the percentage who waited more than five years to have their first child (13%) was less than half the percentage of those who completed (29%). Many of these women who became mothers as teenagers appeared in the sample as the divorced women who had dropped out of high school to marry whether or not pregnant. The higher incidence of divorce among people who marry as teenagers is well documented. 1/ Without a high school diploma, or training, and with a general curriculum background, these women were at a serious disadvantage in the labor force.

1/ According to a recent study of teenage childbearing, women who leave school to get married (teenagers) are much more likely to be divorced. See The Alan Guttmacher Institute (AGI). 11 Million Teenagers: What Can Be Done About the Epidemic of Adolescent Pregnancies in the United States, Planned Parenthood Federation of America, New York, 1976.

Table 18.--Employment related to studies during high school.

Employment related to studies	Adult women in vocational education	
	Reentrants	Changers
Employed	42.9 ^{a}	58.3 ^{a}
In related job	19.0	16.8

a^{***}

The percentage of Career Changers (58%) who were employed while they were in high school was considerably higher than that of the Reentrants (43%). This would indicate that the strong and continued attachment to the labor market exhibited by Career Changers may have had its beginnings in early successful employment experiences. It was the employment experience itself and not the relatedness of their employment to their high school program that seemed to be important, since the percentage who were in related jobs varied little between Reentrants and Career Changers.

While attending high school, those enrolled in the academic curriculum had as high an employment record as the others. The women enrolled in vocational education had a high percentage who were employed (56%) and many were employed in related occupations (42%).

Table 19.--High school employment and relationship of job to training, by high school curriculum.

Employment status	Adult women in vocational education		
	Academic	Vocational education	General curriculum
Employed	55.0	56.1	49.9
In related job	8.4^{a}	41.7^{ab}	13.6^{b}

a^{***}, b^{***}

Of the women who had taken a vocational education curriculum in high school, over 94% of the Reentrants and 83% of the Career Changers had been enrolled in programs preparing for traditional occupations, mostly in business courses. This was a higher percentage than the national average of women in traditional occupations at the secondary level. 1/

With so many of those students participating in the business programs, this appeared to be an easy way for a high school student to obtain related employment, since many employers are accustomed to hiring women clericals part-time while they are in school. Such employment seemed to provide those students with access to white collar part-time jobs, and eventually to full-time work. Apparently working while in high school increased the student's capability not only in clerical skills, but seemed to be helpful in other fields as well by increasing her knowledge of the work world.

Table 20.--High school employment and relationship of job to training, by high school curriculum.

High school curriculum	Adult women in vocational education	
	Reentrants	Changers
Employed during high school		
Academic curriculum	43.1*a*	62.3*a*
Vocational education	48.7	61.6
General curriculum	42.3*b*	55.1*b*
Of those employed:		
Job is related to studies		
Academic curriculum	9.9*m*	7.8*o*
Vocational education	38.9*mn*	43.3*op*
General curriculum	14.8*n*	13.0*p*

*a****, *b***, - *m****, *n****, *o****, *p****

1/ Office of Education, Data Management Center, "Enrollments in Vocational Education Programs by state, by Office of Education Instructional Program," 1976.

C. Other Postsecondary Education

Forty-three percent of all the women in the sample, 38% of Reentrants and 46% of Career Changers, had attended another postsecondary program prior to enrollment in their current program. Almost 50% of both groups entered their other postsecondary program directly from high school, but 78% of the Career Changers and 67% of the Reentrants enrolled within five years following high school. A somewhat larger percentage of Reentrants, 17%, waited more than ten years; this may be due in part to the fact that the Career Changers as a group were younger and may not have been out of high school for ten years.

Table 21.--Years between high school and other postsecondary educational experience.

Years between high school and first postsecondary experience	Adult women with other postsecondary education		
	TOTAL	Reentrants	Changers
None	49.1	48.7	50.6
1-5 years	25.5	21.7	28.4
6-10 years	10.0	11.9	9.1
11 or more	13.8	17.7	11.9

A relatively larger percentage of Career Changers (52%) were in the academic programs, than were Reentrants (46%).

Table 22.--Other postsecondary educational program experience.

Postsecondary educational program	Adult women with other postsecondary education		
	TOTAL	Reentrants	Changers
2-4 year academic	49.4	45.6	51.6
Vocational education	50.6	54.5	48.5

Fifty-one percent had been in vocational training. Of that 51%, 71% had enrolled in traditional training, mostly in the health or business occupations.

Table 23.--Type of other postsecondary vocational education.

Type of Vocational training	Adult women with other postsecondary vocational education
	TOTAL
Non-traditional	9.0
Mixed	20.0
Traditional	71.0
Health	31.8
Business	25.9

Table 24.--Type of training during other postsecondary education.

Type of other vocational education training	Adult women with other postsecondary education	
	Reentrants	Changers
Non-traditional	7.9 *mn*	10.2 *op*
Mixed	19.2 *n*	19.7 *p*
Traditional	72.8 *m*	70.1 *o*

*m***, n**, o***, p****

There was little difference between the Career Changers and Reentrants in the traditional, mixed and non-traditional distribution, but Career Changers were somewhat more likely to have been enrolled in business programs, while Reentrants were more likely to have been enrolled in technical, trade, industrial and agricultural programs.

Table 25.--Broad classification of other postsecondary vocational training.

Broad classification	Adult women with other postsecondary vocational education	
	Reentrants	Changers
Health	35.6	35.6
Business	35.0	40.7
Technical, Trade & Industry, Agriculture	17.8	12.7
Other, Home economics, Marketing	11.7	10.9

Of the women taking vocational education courses in other postsecondary programs, 67% were enrolled in the eleven programs shown in Table 26. This reiterates the heavy concentration of women in a very few vocational programs.

Table 26.--Detailed classification of training during other postsecondary vocational education

Detailed classification	Adult women with other postsecondary vocational education
	(Percent)
Stenography	9.9
Cosmetology	8.2
Filing	7.8
Licensed practical nurse	7.4
Nursing	7.4
Nurse's aide	7.4
Accounting	5.1
Typing	4.2
Home economics, other traditional	3.8
Business, other traditional	3.4
Dental assistant	2.7
TOTAL	67.3

Table 27.--Completion of other postsecondary education programs.

Completion of other postsecondary programs	Adult women with other postsecondary vocational education	
	Reentrants	Changers
Did not complete program		
All postsecondary	45.1	46.3
Academic	64.3[n]	62.4[o]
Vocational education	28.2[n]	29.2[o]
Completed program		
All postsecondary	54.9	53.7[t]
Academic	35.7	37.6[t]
Vocational education	71.8	70.8

n***, o***, t***

Forty-five percent of those who had enrolled in another postsecondary program did not complete their program. The explanation for so many lack of completions may relate to the number of women who had enrolled in the academic programs. Only 36% of Reentrants and 38% of Career Changers who had been in an academic program in a two or four year college completed, whereas 72% of Reentrants and 71% of Career Changers who had been in a vocational program completed. Part of the reason more women in vocational education completed may be due to the shorter time required to complete a vocational program; it may also be that women who enter vocational education do so with a very specific job goal in mind. This is less true of women in academic programs.

Of the women who attended another postsecondary educational program, 46% did not work while they were in school, 33% worked part-time, and 21% worked full-time while in school.

Table 28.--Employment during other postsecondary education

Employment status	Adult women employed during other post-secondary education		
	TOTAL	Reentrants	Changers
Full-time	21.0	15.0 [a]	24.3 [a]
Part-time	33.4	29.1	35.8
Not working	45.6	55.9 [b]	39.9 [b]

a**, b***

There was a marked difference in the percentages of Reentrants and Career Changers who were employed during their other postsecondary program. Forty-four percent of the Reentrants compared to 60% of the Career Changers were working.

Table 29.--Relationship of employment to education

Employment related to studies	Adult women employed during other postsecondary education	
	Reentrants	Changers
Yes	40.0	40.9

Although the percentage who were working varied, the percentage of Reentrants and Career Changers working in jobs related to their studies were similar (40% and 41%).

Table 30.--Number of major problems, by other educational program.

Number of major problems	Adult women in vocational education	
	Reentrants	Changers
Academic		
None	31.4	33.2
1	39.0	37.9
2 or more	29.7	28.9
Vocational education		
None	23.7	31.1
1	43.2	36.4
2 or more	33.1	32.5
No other postsecondary education		
None	32.9	31.9
1	41.2	36.6
2 or more	25.9	31.4

More women who took a vocational education program in their other postsecondary education had problems while they were in their current program than those who had taken an academic program or those who had no other education at all.

Enrollment in another postsecondary program made little difference in the total number of needs these women experienced in their current program. In all cases, 75-80% who had been enrolled in other postsecondary programs had needs. However, women who had been in another vocational program cited three specific needs more than other women--they needed Financial Assistance and the Reentrants in particular said they needed Counseling Support and Time to Talk with Other Women.

Table 31.--Needs of women who had been in other postsecondary programs, by other postsecondary programs.

Other postsecondary programs	Adult women with other postsecondary education	
	Reentrants	Changers
Need financial assistance		
Other academic	28.8	35.8^{m}
Other vocational	39.0	45.9^{m}
Need counseling support		
Other academic	12.7^{an}	24.6^{a}
Other vocational	24.8^{n}	21.1
Need time to talk with other women		
Other academic	18.6	19.2
Other vocational	25.5	19.2

a^{*} - m^{*}, n^{*}

Table 32.--Motivation of women who had been in other postsecondary programs, by other postsecondary education.

Other postsecondary educational programs	Adult women in vocational education	
	Reentrants	Changers
Want to increase family income		
Academic	49.2^{a}	33.9^{am}
Vocational education	43.3	44.4^{m}
No other postsecondary education	44.5	37.3
Dissatisfied with prior job		
Academic	21.2^{b}	39.0^{b}
Vocational education	24.1	34.4
No other postsecondary education	19.9^{c}	38.8^{c}
Want more job security		
Academic	22.0	24.8^{n}
Vocational education	24.8^{d}	35.8^{dn}
No other postsecondary education	22.0^{e}	29.9^{e}
Need more skills for promotion		
Academic	2.5^{f}	15.7^{fo}
Vocational education	5.7^{g}	25.2^{gop}
No other postsecondary education	3.6^{h}	13.8^{hp}

a^{**}, b^{**}, c^{***}, d^{*}, e^{*}, f^{***}, g^{***}, h^{***} - m^{*}, n^{*}, o^{*}, p^{***}

A major motivating factor for the women who returned a second time to school, particularly for Reentrants, was to Increase Family Income.

Generally, the prior educational experience had not been successful for most. Approximately two-thirds of both Reentrants and Career Changers who had taken an academic program had not completed. Over one-third of the Career Changers who had taken a vocational education program returned to vocational education because they were Dissatisfied with their prior Jobs and/or Wanted More Job Security; 25% Needed More Skills for Promotion. This suggests that perhaps they either did not initially take a program commensurate with their abilities, or that the work experience they received since that first program made them aware of other more desirable opportunities.

D. Current Program

Entry into Current Program

Of all the adult women currently enrolled in a postsecondary vocational education program, 52% had been out of high school for more than ten years--63% of the Reentrants and 44% of the Career Changers. Only 10% of the Reentrants and 24% of the Career Changers had been out of high school for less than five years. Most women entering their current postsecondary education were over 25 years of age and were presumably experienced enough to make a mature career decision. Sixty-three percent of the women were enrolled in programs training for traditional occupations; most occupations were low paying and offered little opportunity for advancement.

Table 33.--Years between high school and current postsecondary vocational education program.

Years between high school and current program	Adult women in vocational education	
	Reentrants	Changers
Less than 5 years	10.4 [a]	23.5 [a]
5 - 10 years	26.7 [b]	32.1 [b]
11 or more years	62.8 [c]	44.4 [c]

a***, b*, c***

For the most part, the programs the women were pursuing were of short duration; 55% of the women would complete their current program in one year or less.

Table 34.--Length of current program.

Length of program (months)	Adult women in vocational education
	Total
1-6 months	19.6
7-12 months	36.1
13-24 months	30.5
25 or more	14.1

Most of these women were attending school on a full-time basis, with 49% of Reentrants and 43% of Career Changers attending class 25 or more hours per week. Twenty-four percent of the Career Changers attended school less than ten hours per week, compared to 18% of the Reentrants.

Table 35.--Length of current program.

Hours in class	Adult women in vocational education	
	Reentrants	Changers
Less than 10 hours	17.9[a]	23.9[a]
10 - 24 hours	32.8	33.1
25 or more hours	49.3[b]	42.8[b]

a**, b*

The Career Changers also were in class fewer days a week, with only 64% in school for five days compared to 71% of the Reentrants.

Table 36.--Class days per week in current program.

Class days	Adult women in vocational education	
	Reentrants	Changers
1-2 class days	14.2[a]	20.2[a]
3-4 class days	15.3	15.2
5 or more	70.5[b]	64.6[b]

a**, b*

As one would expect, those students attending school fewer days (1-2 days) were also taking fewer hours (less than ten hours). Of those in class five days a week, 68% of the Reentrants and 65% of the Career Changers were enrolled 25 or more hours.

Table 37.--Class hours per week, by class days per week.

Number of days	Adult women in vocational education	
	Reentrants	Changers
1-2 class days		
Less than 10 hours	89.7	90.8
10 - 24 hours	10.3	9.2
25 or more hours	--	--
3-4 class days		
Less than 10 hours	21.7	28.6
10 - 24 hours	72.3	64.7
25 or more hours	6.0	6.7
5 or more class days		
Less than 10 hours	2.0	1.7
10 - 24 hours	29.8	33.3
25 or more hours	68.1	65.0

The hours enrolled and the number of days in attendance were directly controlled by the number of hours a week the women were working at jobs outside of school.

Table 38.--Five or more class days per week, by currently working.

Currently working	Adult women in vocational education	
	Reentrants	Changers
Full-time	50.0 [a]	24.6 [a]
Part-time	81.0 [b]	67.5 [b]
Not working	70.2 [c]	82.2 [c]

a*, b*, c***

The nature of a woman's job had the greatest impact on the number of days she spent in school. Career Changers who were employed full-time were most likely to be in school one to two days a week (61%). However, of those Career Changers employed part-time, two-thirds were in school five days or more and of those who had had stopped work to attend school, 82% were in school five days a week.

Eighty-six percent of the Reentrants were not working, 11% were working part-time and 3% were working full-time. Of the large group of Reentrants not in the labor force, 51% were in school full-time, 31% were in school from 10-24 hours a week and 17% were in school less than ten hours. The 11% of Reentrants who worked part-time had a pattern similar to the Career Changers who worked part-time with 38% of the Reentrants (compared to 41% of the Career Changers) in school full-time, and 12% of the Reentrants (compared to 16% of the Career Changers) in school less than ten hours a week.

Table 39.--Class hours per week, by currently working.

Currently working	Adult women in vocational education	
	Reentrants	Changers
Full-time		
1-9 class hours	47.1	64.4
10-24 class hours	17.6	23.3
25 or more class hours	35.3 a	12.2 a
Part-time		
1-9 class hours	10.2	16.3
10-24 class hours	50.8	42.2
25 or more class hours	39.0	41.5
Not working		
1-9 class hours	17.3 b	10.0 b
10-24 class hours	31.3	31.2
25 or more class hours	51.4 c	58.8 c

a*, b**, c*

There was a very small percentage of Reentrants (2%) and Career Changers (5%) who were in school five days a week and were also working full-time. These women, because of unusually demanding circumstances, were under enormous pressure to complete their program as quickly as possible and at the same time support themselves. The Reentrants who were working full-time and were in school five days a week, entered the labor force only recently and were either under great pressure to bring in an income, or to acquire skills rapidly.

The likelihood of a woman's attending school five days a week was more dependent on the absence of a husband than on the presence or absence of a child. For both Reentrants and Career Changers a much larger proportion of single heads of family were attending school five days a week compared to married women.

Among heads of household a slightly larger percentage of women with children attended five days a week than did women without children. This was also true of married Career Changers. Career Changers--single or married, with three or more children were more likely to be in school full-time than Career Changers with no children. The opposite was true for Reentrants with three children.

Table 40.--Characteristics of adult women in class five or more days a week.

Characteristics	Adult women in vocational education	
	Reentrants	Changers
Head of household		
Head with children	91.1^{am}	75.1^{an}
Head with no children	82.4	70.5^{o}
Married with children	60.7^{m}	56.1^{n}
Married with no children	67.3	51.7^{o}
Number of children		
No children	76.0^{b}	63.5^{b}
1 - 2 children	71.1^{c}	63.4^{c}
3 or more children	66.3	70.5
Household income		
Less than $7,500	86.1^{d}	77.1^{d}
$7,500 - $15,000	70.0	62.6
$15,001 and over	57.3^{e}	44.9^{e}
Age (in years)		
Under 25 years	81.6	74.4
25 - 34 years	74.7^{f}	62.1^{f}
35 or older	67.1^{g}	56.1^{g}
Location		
Metro	63.5	58.7
Non-metro	81.9^{h}	74.1^{h}
Race		
White	68.6^{i}	61.3^{i}
Black	84.4	77.6

a^{***}, b^{*}, c^{*}, d^{*}, e^{*}, f^{**}, g^{**}, h^{*}, i^{*} - m^{***}, n^{***}, o^{***}

Working full-time was more of an obstacle to attending school than the presence of three or more children. It seems that child care arrangements could be and were made so that a woman could attend school. One can assume that the women with children seemed to be responding to the need to complete as quickly as possible by going full-time. However, it was much more difficult to alleviate the demands of a full-time job that a woman was required to report to during specific hours. For many women, attending school full-time meant having to quit work.

Almost all women had most of their courses during the day prior to 3 p.m. Only 22% of the Career Changers and 13% of the Reentrants had all of their courses in the evening. Thirty-one percent of the Reentrants and 40% of Career Changers had at least some courses in the evening. Most of those who had classes in the evening attended only one to two evenings a week and were women who were working.

Table 41 .--Number of class hours in attendance.

Class hours in attendance	Adult women in vocational education	
	Reentrants	Changers
	Hours before 3 P.M.	
No hours before 3 p.m.	13.4[a]	21.8[a]
1 - 9 hours	10.9	9.2
10 or more hours	75.5[b]	69.0[b]
	Hours after 3 P.M.	
No hours after 3 p.m.	68.5[c]	60.3[c]
1 - 9 hours	27.7[d]	34.1[d]
10 or more hours	3.7	5.6
	Number of evenings	
No evenings	68.1[e]	60.4[e]
1 - 2 evenings	20.7[f]	27.3[f]
3 or more evenings	11.2	12.3

*a***, b**, c**, d*, e**, f***

Seventy-six percent of the Reentrants and 69% of the Career Changers carried ten hours or more during the day hours. Even women with children were predominantly attending classes during the day, not in the evening. With so large a proportion of students in day programs (40% enrolled full-time during the day) the emphasis on programs serving adult women must include a broad range of programs and classes scheduled during the day.

Table 42 .--Evenings per week, by head of household.

Head of household	Adult women in vocational education	
	Reentrants	Changers
Head with children		
No evenings	75.2 [a]	62.2 [a]
1 - 2 evenings	8.5 [b]	20.6 [b]
3 or more evenings	14.8	17.2
Head with no children		
No evenings	63.8	60.9
1 - 2 evenings	18.8	23.6
3 or more evenings	17.4	16.4
Married with children		
No evenings	66.3	60.8
1 - 2 evenings	25.5	30.7
3 or more evenings	8.1	8.5
Married with no children		
No evenings	61.9	47.9
1 - 2 evenings	27.7	41.3
3 or more evenings	10.6	10.7

a*, b**

Courses Taken in Other Postsecondary Education

A comparison of the courses taken during other postsecondary education and their current courses indicated a direct relationship between the two educational experiences for only a minority of the women.

Table 43.--Adult women enrolled in academic subjects during other postsecondary education.

Academic subjects	Adult women enrolled in academic subjects during other postsecondary education	
	TOTAL	Percent of All women with other postsecondary education
Liberal arts	46.6	34.0%
Teaching	46.1	
Adult Basic Education	7.3	

The women were almost equally divided among those who were originally enrolled in academic subjects (34%), those who had been enrolled in the same broad vocational area (36%) and those who had been enrolled in a different vocational area (30%).

Table 44.--Adult women enrolled in same broad classification in current program and other postsecondary education.

Broad classification	Adult women enrolled in same broad classification in current program and other postsecondary education	
	TOTAL	Percent of All women with other postsecondary education
Business	18.8	35.6%
Health	62.4	
Trade & industry	10.2	
Technical	3.2	
Distributive education	2.7	
Home economics	1.6	
Agriculture	1.1	

The largest number of women who were enrolled in the same area were those in health occupations (62%). Only 19% of those enrolled in a program similar to their other postsecondary education were currently enrolled in a business course.

Table 45.--Adult women enrolled in different broad classification in previous postsecondary education.

Current broad classification	Adult women enrolled in different broad classification in previous postsecondary education	
	TOTAL	Percent of All women with other postsecondary education
Business	37.7	30.4%
Health	16.4	
Trade & industry	18.2	
Distributive education	11.9	
Home economics	8.2	
Technical	3.8	
Agriculture	2.5	
Social Services	1.3	

Thirty-eight percent of those who had been enrolled in other areas before were presently enrolled in business.

Current Enrollment

Table 46.--Type of training of adult women.

Type of training	Adult women in vocational education	
	Reentrants	Changers
Non-traditional	6.7[a]	10.8[a]
Mixed	26.0	30.7
Traditional	67.3[b]	58.4[b]

a**, b***

Sixty-seven percent of all Reentrants were enrolled in traditional programs compared to 58% of the Career Changers; only 7% of Reentrants were enrolled in non-traditional training. A larger percentage of Career Changers (11%) were enrolled in non-traditional training, and 30% were in mixed classifications compared to 25% of the Reentrants.

Table 47 .--Broad classification of current training.

Current broad classification	Adult women in vocational education	
	Reentrants	Changers
Agricultural, Technical, Trade & Industry	9.5	12.5
Distributive education	5.3	7.5
Home economics	4.9	4.2
Health	37.9	37.5
Business	42.5	38.3

Thirteen percent of Career Changers,compared to 10% of Reentrants were enrolled in agricultural, technical and trade and industrial programs. Eighty percent of Reentrants, compared to 76% of Career Changers were enrolled in business and health occupations.

Table 48 .--Distribution of training, by type of training.

Type of training	Adult women in vocational education	
	Reentrants	Changers
Health		
Non-traditional	--	--
Mixed	2.4 3/	4.4 3/
Traditional	97.6	95.6
Business		
Non-traditional	1.7 1/	5.0 1/
Mixed	37.3 2/ am	47.2 2/ a
Traditional	61.0 bm	47.9 b

a*, b** - m***

The distribution of the training for health occupations was similar for Reentrants and Career Changers. Of those in health over 95% were in traditional health training. But for the business occupations there were marked differences between the percentages in mixed and traditional training. Among Reentrants, 61% were in traditional training compared to 37% in mixed; but among Career Changers, the percentages of mixed and traditional were virtually the same, 47% and 48%. Career Changers were most likely to be working in traditional clerical occupations and seeking opportunities to upgrade their skills, often through enrollment in mixed business occupations.

Of the major programs in which women were currently enrolled, only five programs other than health or business were represented by as much as 1.0% of the sample.

1/ Business office supervisory

2/ Accounting and Computing, Business Data Processing, materials support personpersonnel training.

3/ Opthalmic, environmental health, Dental lab technician, inhalation therapy, radiologic technology, mental health technology.

Home Economics

Traditional
Clothing and Textile - 1.6%

Distributive Education

Mixed
Real Estate Sales - 2.6%
Food Service - 1.2%

Trade and Industrial

Traditional
Cosmetology - 1.0%

Non-traditional
Drafting - 1.0%

Agriculture

Mixed
Ornamental Horticulture - 1.0%

Two were traditional, three were mixed; only one was non-traditional--drafting, with 1% of all enrollees.

On the other hand, six business programs and five health programs had 1.0% or more women enrolled.

Of the business programs:

Traditional

Stenography, Secretarial, and related occupations - 11.1%

Typing - 5.1%

Filing and Clerical - 5.7%

Mixed

Accounting and Computing occupations - 10.7%

Business data processing occupations - 6.0%

Non-traditional

Business, office supervisory - 1.3%

Of the health programs: *

Traditional

Registered nurse (AA degree)	- 10.4%
Licensed practical nurse	- 17.7%
Nurse's aide	- 1.4%
Dental Assistant	- 1.7%

Mixed

Inhalation therapist	- 1.3%

Of those seventeen programs, nine were typical of those that are the female intensive occupations, low paying, and offering few real opportunities for advancement.

Eighty percent (80%) of the adult women were still concentrated in seventeen programs. Within this concentration, 71% of the women were training for traditional occupations.

---

*For the full list, see Appendix C.

E. Employment Status

Table 49.--Employed during high school.

Employment status	Adult women in vocational education		
	TOTAL	Reentrants	Changers
Employed	52.1	42.9 ^{a}	58.3 ^{a}
In related job	17.7	19.2	16.7
In unrelated job	82.3	80.8	83.3

a^{***}

Fifty-two percent of all women in the sample were employed while they were in high school. Of that 52%, 17% worked in occupations related to their high school studies.

Fifty-eight percent of the Career Changers had worked during high school compared to 43% of the Reentrants. Having worked during high school, therefore, seemed to have a positive effect on subsequent attachment to the labor force, one that played a major role throughout their lives. This occurred despite the fact that few of those who had been employed, whether Reentrants or Career Changers, had jobs related to their training during high school.

Table 50.--Employment status during other post-secondary education.

Employment status	Adult women in vocational education	
	Reentrants	Changers
Full-time	14.7^a	24.3^a
Part-time	30.3	35.8
Did not work	55.0^b	39.9^b

a^{**}, b^{***}

While attending other postsecondary programs, a larger proportion of the Career Changers (60%) than Reentrants (45%) were employed. This percentage employed was virtually the same as it was for these groups in high school (59% and 43% respectively).

While enrolled in their current program, 24% of the women in the sample were employed part-time and 15% were employed full-time. Of the women employed, 40% were employed in jobs related to their vocational program.

Table 51 .--Present employment status.

Employment status	Adult women in vocational education		
	TOTAL	Reentrants	Changers
Full-time	15.0	3.0 [a]	23.2 [a]
Part-time	24.2	10.3 [b]	33.7 [b]
Not working	60.8	86.7 [c]	43.1 [c]

*a***, b***, c****

The percentage of the Career Changers employed while in their present educational programs remained very much the same (57%) whereas the percentage of employed Reentrants dropped sharply to 13%. Of those presently employed, approximately 1.5 times as many Career Changers were employed part-time as were employed full-time.

Although a few Reentrants returned to the labor force when they entered their current vocational program, many more of the Career Changers either left the work force or moved from full-time to part-time employment.

For those who were employed, more of the Career Changers were employed in related (33%) than in unrelated jobs (24%).

Table 52.--Present employment status and relationship of job to training.

Relationship of job to training	Adult women in vocational education	
	Reentrants	Changers
Related	9.1 *am*	33.3 *an*
Not related	4.9 *bm*	24.1 *bn*
Not working	86.1 *c*	42.6 *c*

*a***, b***, c***, - m**, n****

Only 13% of the Reentrants were presently employed, which represented a very small percentage of the total sample. The employment data for the Career Changers varied only slightly no matter what variable it was compared with. A detailed analysis of the employment of Career Changers who worked Steadily versus Career Changers who worked Intermittently is found in Chapter III.B.

Table 53.--Present employment status, by age group.

Age (in years)	Adult women in vocational education	
	Reentrants	Changers
Under 25		
Full-time	4.2 *a*	17.7 *am*
Part-time	8.4 *b*	38.6 *bm*
Not working	87.5 *c*	43.8 *c*
25-34		
Full-time	2.2 *dn*	23.0 *do*
Part-time	10.9 *en*	36.7 *eo*
Not working	87.0 *f*	40.3 *f*
35 and over		
Full-time	2.9 *gp*	26.7 *g*
Part-time	11.2 *hp*	24.6 *h*
Not working	86.0 *i*	48.8 *i*

*a**, b***, c***, d***, e***, f***, g***, h***, i****
*m***, n***, o***, p****

Career Changers under 35 years of age were more likely to be working while in school than those women who were 35 and older (51%). However, women under 35 were more likely to select part-time (38%) rather than full-time jobs (20%) whereas the women 35 and over were evenly divided, those who worked full-time (27%) and those who worked part-time (25%). The frequent occurrence of part-time employment among the women under 35 could have been related to the age of their children. Even though more of the older women had children, proportionately more of those children were over six years of age, and in many cases the children were over 18 years of age.

Table 54.--Present employment status, by number of children in household.

Number of children in household	Adult women in vocational education	
	Reentrants	Changers
No children		
Full-time	3.2[am]	29.6[an]
Part-time	11.9[bm]	37.9[bn]
Not working	85.0[c]	32.5[c]
1 Child		
Full-time	3.2[do]	22.1[d]
Part-time	11.0[eo]	25.8[e]
Not working	86.0[f]	52.2[f]
2 Children		
Full-time	4.1[g]	16.3[gp]
Part-time	8.7[h]	34.5[hp]
Not working	87.4[i]	49.3[i]
3 or more children		
Full-time	1.8[jq]	17.6[jr]
Part-time	10.0[kq]	33.8[kr]
Not working	88.3[l]	48.7[l]

a***, b***, c***, d***, e**, f***, g***, h***, i***, j***. k***, l***. m*, n*. o*. p***. q**. r**

Career Changers who had no children were most likely to be working (68%), with a larger percentage working both part-time (38%) and full-time (30%). Half of all Career Changers with children were working. Thirty-four percent of Career Changers with two or more children were working part-time and 17% full-time whereas proportionately fewer Career Changers with one child were working part-time (26%) and more were working full-time (22%). About one-half of all Career Changers with children were working while they attended school whereas two-thirds of those Career Changers without children were working.

Half of the Career Changers earning less than $7,500 were not working, compared to only 34% of those earning $15,000 or more. Thirty-two percent of those with an income of $15,000 or more were working full-time compared to 15% of those earning less than $7,500.

Table 55.--Present employment status, by income.

Household income	Adult women in vocational education	
	Reentrants	Changers
Under $7,500		
Full-time	5.7 [a]	14.5 [amn]
Part-time	12.5 [b]	36.1 [b]
Not working	81.9 [c]	49.5 [cn]
$7,500-$15,000		
Full-time	0.7 [d]	28.1 [d]
Part-time	13.5 [e]	30.3 [e]
Not working	85.9 [f]	49.6 [f]
$15,001 and over		
Full-time	3.0 [g]	31.5 [gm]
Part-time	8.0 [h]	34.3 [h]
Not working	89.0 [i]	34.3 [in]

a**, b***, c***, d***, e***, f***, g***, h***, i***
m***, n***

The income of women apparently depended more on their marital status and husband's income than on the money earned by the women themselves (see Income in Chapter I). Although the percent of women working full-time was twice as high for women with an income $15,000 and above than women $7,500 and below, the critical variable was the percentage who were married, rather than the percentage who were working.

Table 56.--Present employment status, by marital status.

Marital status	Adult women in vocational education	
	Reentrants	Changers
Married		
Full-time	2.4 [a]	23.2 [a]
Part-time	10.0 [b]	31.0 [b]
Not working	87.6 [c]	45.8 [c]
Single		
Full-time	2.5 [d]	20.2 [d]
Part-time	12.4 [e]	41.7 [e]
Not working	85.1 [f]	38.1 [f]
Separated, widowed, divorced		
Full-time	4.3 [g]	21.9 [g]
Part-time	7.8 [h]	23.7 [h]
Not working	87.9 [i]	54.3 [i]

*a***, b***, c***, c***, e***, f***, g***, h***, i****

Presumably, low income women who were heads of families with children were being supported by some type of federal income transfer or employment programs, and some by child support or alimony payments; a few were still living with their parents.

Table 57.--Present employment status, by metro status

Location	Adult women in vocational education	
	Reentrants	Changers
Metro		
Full-time	3.4 [a]	26.1 [am]
Part-time	9.4 [b]	34.2 [b]
Not working	87.3 [c]	39.7 [cn]
Non-metro		
Full-time	3.0 [d]	17.1 [dm]
Part-time	11.4 [e]	32.5 [e]
Not working	85.7 [f]	50.5 [fn]

a^{***}, b^{***}, c^{***}, d^{***}, e^{***}, f^{***} - m^{**}, n^{**}

There were differences in the working patterns among Career Changers living in Metro and Non-metro areas. A larger percentage (51%) of the Career Changers in Non-metro areas were not working compared to 40% of the Career Changers in the Metro areas. The difference was made up almost entirely of the larger proportion of Metro women who were employed full-time. More than likely the dual problems of family and distance prohibited more Non-metro women from working full-time while they were going to school. Also, more Non-metro Career Changers were married and had children than their Metro counterparts.

Table 58.--Present employment status, by race

Race	Adult women in vocational education	
	Reentrants	Changers
White		
Full-time	3.1[a]	23.7[a]
Part-time	10.9[b]	34.0[b]
Not working	86.0[c]	42.3[c]
Black		
Full-time	3.6[d]	21.5[d]
Part-time	12.5[e]	32.9[e]
Not working	83.9[f]	45.6[f]

*a***, b***, c***, d**, e*, f****

Similar proportions of Black (55%) and White (58%) Career Changers were working while attending school. White women were employed both full-time (24%) and part-time (34%); of Black women, 22% were employed full-time and 33% were employed part-time.

Future Plans

Table 59.--Future employment plans.

	Reentrants	Changers
Women who plan to work in jobs related to their studies	93.5	94.3

Virtually all of the women in vocational training (94%) were uniformly committed to working in jobs related to their area of training.

Table 60.--Future employment plans.

	Reentrants	Changers
Present job related to studies/intend to work for same company	54.1	66.5

Of those presently working in job related positions, the majority intend to continue to work for the same company. This was particularly important for the Career Changers, since 33% were already working in job related positions. Of the Career Changers, 67% of those working in job related positions intend to continue to work for the same company. Among the Career Changers who were employed in jobs not related to their training, only 16% intend to work for the same company.

Table 61.--Future employment plans.

	Reentrants	Changers
Present job not related to studies/ intend to work for same company	26.9	15.5

Page 89 has been omitted.

F. Career Decision-making

Fifty-six percent of all women in the sample were aware of employment opportunities in the area in which they were presently training; 53% of the Reentrants and 58% of the Career Changers were so informed. Women currently working were somewhat better informed than those who were not.

Table 62.--Aware of employment opportunities in area in which presently training.

Characteristics	Adult women in vocational education	
	Reentrants	Career changers
Income		
Under $7,500	63.6[m]	57.0
$7,500 - $15,000	55.8	57.8
$15,001 and over	42.5[am]	56.9[a]
Age		
Under 25 years	61.4[n]	57.2
25 - 34 years	56.0	57.3
35 and older	47.9[bn]	58.0[b]
Race		
White	51.7[co]	57.6[c]
Black	67.8[o]	63.2
Marital status		
Single	58.0	54.6
Married	48.9[dp]	57.7[d]
Separated, widowed, divorced	60.7[p]	60.7
Number of children		
No children	54.0	63.9
1 child	63.3	51.7
2 children	49.7	56.7
3 or more children	50.2	57.7

*a**, b*, c*, d* - m***, n*, o*, p**

Fifty-seven percent of all Career Changers, regardless of their income or age, were aware of employment opportunities. Reentrants with low income (under $7,500) had a greater knowledge (64%) than women with high income (over $15,000) (43%); and younger women (under 25) had more knowledge (61%) than women over 35 (48%). Black Reentrants had more knowledge (68%) than White Reentrants (52%). Among Career Changers the differences among those who had knowledge was not as great but the pattern was the same; 63% of Black women were informed, compared to 58% of White women.

Apparently, the Reentrants for whom the decision to undertake training was most critical were also women who made determinations about employment opportunities in their area of choice before investing the time and money into training.

Although more than half of the women knew (or at least believe they knew) about the employment opportunities in the occupations in which they were training, they had not necessarily examined opportunities in other occupations; only 31% of all the women in the sample had information about employment opportunities in other areas of training. Generally the same groups who were better informed about employment opportunities in their own area of training were also better informed about employment opportunities in other areas; low income women, both Reentrants and Career Changers (36% and 34%) were better informed than higher income women (25% and 29%). Divorced Reentrants (37%) were better informed than married Reentrants (27%) or single Reentrants (31%). Black Reentrants were best informed (50%) but Black Career Changers (35%) were better informed than were White Career Changers (30%) or Reentrants (29%).

Table 63.--Aware of employment opportunities in areas other than presently training.

Characteristics	Adult women in vocational education	
	Reentrants	Career changers
Income		
Under $7,500	36.3^m	34.4
$7,500 - $15,000	29.4	29.3
$15,001 and over	25.0^m	29.4
Marital status		
Single	30.9^n	32.1
Married	26.8	30.6
Separated, widowed, divorced	37.1^n	32.4
Race		
White	28.7^o	30.4
Black	50.0^o	35.4
Number of children		
No children	25.5	36.3
1 child	34.6	31.9
2 children	28.9	26.6
3 or more children	30.3	27.6

m^*, n^*, o^{**}

Career decision-making should include more than merely a knowledge of employment opportunities. It is the intent of career exploration programs to provide a breader knowledge about the relationship of an individual's interests and abilities to the labor market.

However, only 13% of all women participated in a career exploration program. Nonetheless, most (84%) of those who did participate in a career exploration program found it useful.

Table 64.--Aware of employment opportunities in area of training by participation in career exploration.

Characteristics	Adult women in vocational education			
	Reentrants		Career changers	
	Participated in career exploration		Participated in career exploration	
	Yes	No	Yes	No
Location				
Metro	58.3	51.3	59.2	57.8
Non-metro	65.3	55.3	46.6	60.0
Race				
White	59.3	52.4	56.1	57.4
Black	77.7	65.1	66.6	67.7
Age				
Under 25 years	91.6[m]	57.5	57.8	57.9
25 - 34 years	53.5	56.0	48.2	57.9
35 and older	51.7[m]	48.6	58.0	58.3

m*

Reentrants who participated in a career exploration program were substantially better informed about employment opportunities than those who did not participate, with an average differential of ten percentage points between those who did and those who did not participate. On the other hand, among the Career Changers, those who did not take a career exploration program were on the average better informed than those who did take the program. Clearly, the career exploration program proved useful to the Reentrants who had been out of the labor force for at least two years, but produced negative results for the Career Changers who were in the labor force, or at least did not sufficiently increase their level of knowledge to compare to that of the others. For women currently in the labor force, many were taking courses in programs that were related to their employment; they were, therefore, well equipped to evaluate the employment opportunities in these areas. Sixty-five percent of the Reentrants who took the career exploration program were aware of employment opportunities, compared to 55% who did not. Although those who took such a course were satisfied, it apparently made little difference in their eventual decision-making. The small impact of these programs is highlighted by the fact that 85% of the women in the sample had selected their area of training before they entered the program. The data highlights the need for a different approach to the provision of career counseling services to adult women.

Not only had so very many of the women selected their specific area of training before returning to school, but practically all of the women (94%) had selected the occupation in which they wanted to be employed, and their selection of a training program was directly related to the selected occupation. Fewer of the women who selected non-traditional training (70%) than selected traditional training (88%) had made their selection of an occupation beforehand. A relatively higher percentage of non-traditional women (21%) participated in career exploration. Thus, although the school had the opportunity to influence the decision of women who took the career exploration course, not enough women actually participated in career exploration courses. Additionally, ninety-six percent of all women, no matter what area of training, were aware that jobs usually held by men are now open to women. With such unanimity there is little gain to be made by simply informing women that there are employment opportunities for them in the non-traditional occupations.

Resources other than those currently provided by these postsecondary schools are needed if an expanded number of adult women are to enter non-traditional and mixed training. Because these decisions are made by so large a proportion of the women prior to returning to the program, consideration must be given to developing a system that can reach women prior to their entering postsecondary education to encourage women in areas of non-traditional employment. Reliance will have to be made on the media, the press, and on broadening the experience of young girls.

G. Motivations

Women in the study were asked which of a list of statements described the reasons for their return to postsecondary vocational education. They were then asked to specify which among the statements they had chosen was the primary reason for their return.

Contrary to the stereotype which assumes that women are motivated to return to work because they are either recently separated, widowed, or divorced, or have grown children and are experiencing the "empty nest" syndrome, women are motivated to return primarily by an active desire to work,not a response to changing circumstances.

Table 65.--Primary motivation of adult women in vocational education for returning to school.

Primary motivations	Adult women in vocational education	
	Reentrants	Changers
Wanted to learn a new skill or occupation	26.7[moq]	23.0[npr]
Was dissatisfied with prior job or type of job	4.6[aq]	12.1[ar]
Wanted to increase family income	15.8[bm]	9.6[bn]
Wanted more job security	6.4	9.0
Needed more skills for promotion	1.3[c]	8.5[c]
Wanted something useful to do	12.3[do]	8.5[dp]
Wanted to explore a new occupation	5.7	6.8
Was recently separated, widowed, or divorced	3.9	3.7
Had opportunity for job if had the skills	2.0	2.7
Children now in school, or no longer dependent	3.7[e]	1.5[e]
Other 1/	17.6	14.4

1/ These include a variety of motivations such as health, statements about personal interest, and reiterations of many of the above statements.

a***, b***, c***, d*, e* - m***, n***, o***, p***, q***, r***

The stated reasons for returning to school differred somewhat for Reentrants and Changers. The primary motivation for the largest group of women was Desire to Learn a New Skill or Occupation. Twenty-seven percent of Reentrants and 23% of Career Changers stated this as their primary motivation. Another 6% of Reentrants and 7% of Changers responded that Exploring a New Occupation was their primary motivation for returning.

Since 93% of these women had worked previously and half of them had been in another postsecondary educational program the development of new skills are not dictated by a lack of skills or employability, but rather a need for _different_ skills. Nearly one-third of both Reentrants and Career Changers, those whose motivations were to Learn or Explore a New Occupation, were entering school to change completely, or to add to or renew skills from their previous occupations. Further, 9% of Career Changers indicate that their primary reason for return was to Gain Skills for Promotion and for 12% it was that they were Dissatisfied with Their Prior Job or Type of Job. Thus for 50% of the Career Changers (38% of Reentrants) their return to school was specifically based on work related motivations. (See Table 67).

Nearly one-fifth of both groups could be said to be returning primarily for reasons of economic need. Ten percent of Career Changers wanted to Increase Family Income and 9% wanted More Job Security. Among Reentrants 16% wanted to Increase Family Income and 6% wanted More Job Security. Women workers are very often perceived as second breadwinners, as persons who work out of economic necessity rather than from a desire to work. These data would indicate the contrary--that a larger group of women are actively pursuing a job and that the economic considerations are important to many fewer women.

Table 66.--Primary motivation of adult women in vocational education for returning to school.

Primary motivations	Adult women in vocational education	
	Reentrants	Changers
Work related	38.3[a]	50.4[a]
Wanted to learn/explore a new skill or occupation	26.7	23.0
Wanted to explore a new occupation	5.7	6.8
Needed more skills for promotion	1.3	8.5
Was dissatisfied with prior job or type of job	4.6	12.1
Economic	22.2	18.6
Wanted to increase family income	15.8	9.6
Wanted more job security	6.4	9.0
Family change	7.6	5.2
Was recently separated, widowed, or divorced	3.9	3.7
Children now in school, or no longer dependent	3.7	1.5
Alternative	14.3	11.2
Wanted something useful to do	12.3	8.5
Had opportunity for job if had the skills	2.0	2.7

[a] **

The differences between Reentrants and Changers were not large. A slightly larger proportion of Reentrants than Changers stated family and economic motivations as primary while more Changers (50%) than Reentrants (38%) stated work related motivations as primary.

There are further somewhat more qualitative differences between Reentrants and Changers. More Changers than Reentrants were motivated by the circumstances of their prior job. More Career Changers were Dissatisfied with Their Prior Job, Wanted More Job Security, or Needed Skills for Promotion. Although the Reentrants had had work experience, these same issues were not nearly so important to them. Thirty percent of Changers and 12% of Reentrants named these three motivations as primary.

On the other hand, Reentrants were somewhat more motivated than Changers by family change and circumstances of their being out of the labor force. The differences are largest in their response to Want to Increase Family Income, Children Now in School or No Longer Dependent, and Want Something Useful to Do. Thirty-two percent of Reentrants and 20% of Changers named these motivations as primary.

The influence of family, personal and economic motivations for returning to school and returning to or attaining their current work status are evident, but these would be evident in any sample of workers, men or women. The predominant motivations are work related.

The impact of demographic characteristics on these work related decisions can be shown by their impact on the work related motivations--Explore a New Occupation or Learn a New Skill or Occupation. The variation among Reentrants was greatest. Reentrants 25-34 years of age, heads of household with children, and married women had the lowest response to these motivations. Many more young, single women or women who were without children were motivated by these factors than were other Reentrants.

Table 67. --Primary motivation "Explore new occupation" or "Learn new skill or occupation," by characteristic of women.

Characteristics	Primary motivation--"Explore New Occupation or "Learn a New Skill or Occupation"	
	Reentrants	Changers
Age		
Less than 25 years	45.9 ^{mn}	33.7
25-34	25.4 ^{m}	27.2
35 or older	32.2 ^{n}	27.2
Household status		
Head of household with children	21.7 ^{o}	23.6 ^{p}
Head of household no children	55.0 ^{ao}	37.7 ^{ap}
Married with children	31.8	29.2
Married no children	37.5	26.7
Income		
Less than $7,500	28.5	26.8
$7,501-15,000	28.5	30.4
$15,001 or more	34.1	32.3
Marital Status		
Single	49.3 ^{q}	36.2 ^{r}
Married	32.9	29.6
Separated, widowed, divorced	19.2 ^{q}	23.5 ^{r}

a^{*} - m^{***}, n^{*}, o^{***}, p^{**}, q^{***}, r^{**}

Among Changers the same groups of women, young or single, or women without children have the highest response to those work related motivations but the variation in response is much smaller. These women who have been working continue to have a very steady focus on their work, less influenced by other factors.

Additional Motivations

Prior to determining which motivations were primary, women were asked to indicate all statements describing factors which influenced their return to school.

Again, the factor which was present in the decision of the majority of the women was the Desire to Learn a New Skill or Occupation (58% of Reentrants and 54% of Career Changers). Second was Their Desire to Increase Family Income (45% of Reentrants and 38% of Career Changers). Third for Career Changers was Dissatisfaction with Their Prior Job (35%) and for Reentrants the Desire for Something Useful to Do (39%).

Table 68.--Factors motivating adult women in vocational education to return to school.

Motivations 1/	Adult women in vocational education	
	Reentrants	Changers
Wanted to learn a new skill or occupation	58.4^{mqs}	53.8^{nrt}
Wanted to increase family income	45.0^{amo}	38.4^{an}
Was dissatisfied with prior job or type of job	20.6^{b}	35.4^{b}
Wanted something useful to do	38.5	31.8
Wanted more job security	22.4^{csu}	30.0^{ctv}
Wanted to explore a new occupation	25.6^{q}	28.6^{r}
Needed more skills for promotion	4.0^{du}	16.9^{dv}
Had opportunity for job if had the skills	10.7	13.3
Children now in school, or no longer dependent	27.4^{eo}	11.7^{en}
Was recently separated, widowed or divorced	11.0	11.6
Other 2/	20.7	20.1

1/ Participants checked these statements if the factors influenced their decision regardless of whether they were the primary factor.

2/ These include a variety of motivations such as health, statements about personal interest, and reiterations of many of the above statements.

*a**, b***, c**, d***, e*** - m***, n***, o***, p***, q***, r***, s**, t***, u***, v**

Dissatisfaction with Prior Job

Even among Reentrants, 20% indicated Dissatisfaction with the Job they held prior to leaving their previous employment.

Women with no children indicated that they were Dissatisfied with Their Prior Job more often than women with children. Heads of household were more often dissatisfied than were married women. Apparently women with greater home responsibilities or with more problems had less opportunity to concentrate on dissatisfaction with the job. They may also derive more satisfaction from their families and therefore not expect so much from a job.

Table 69.--Dissatisfied with prior job or type of job, by head of household.

Household status	Adult women in vocational education	
	Reentrants	Changers
Head with children	23.9[a]	40.7[am]
Head with no children	32.4[b]	46.7[bn]
Married with children	17.0[c]	21.7[cm]
Married with no children	25.5	30.1[n]

a**, b*, c** - m**, n**

An additional factor of the dissatisfaction is obviously the ability to support themselves with their jobs. Career Changers who were heads of households and whose jobs were likely to be the sole support of themselves and their families were most dissatisfied (44%). Reentrants heads of household had obviously had some other means of support while they were out of the labor force and they were less dissatisfied (27%).

Low income women were most Dissatisfied with their Prior Jobs and particularly the Career Changers (48%) whose job should have been contributing to this income.

Table 70.--Dissatisfied with prior job or type of job, by household income.

Household income	Adult women in vocational education	
	Reentrants	Changers
Less than $7,500	31.3^{am}	47.9^{ano}
$ 7,501-15,000	22.7^{b}	32.6^{bn}
$15,001 or more	15.1^{cm}	26.0^{co}

$a^{***}, b^{*}, c^{**} - m^{***}, n^{***}, o^{***}$

Women with young children particularly Career Changers, were dissatisfied more often than were women with older children. Those women are also most likely to be low income simply because they are younger and have not reached the level of income that a woman with more work experience or training might reach.

Table 71.--Dissatisfied with prior job or type of job, by children's ages.

Children's ages	Adult women in vocational education	
	Reentrants	Changers
Less than 12 years	23.7^{am}	40.6^{an}
12 or older	14.9^{bm}	24.9^{bn}

$a^{***}, b^{**} - m^{*}, n^{***}$

Forty-one percent of Career Changers with children under 12 were dissatisfied with their prior job compared to only 25% of women with older children. If these women were not so very dissatisfied with their jobs or in need of income, they might continue to work and delay their return to school until later.

Table 72.--Dissatisfied with prior job or type of job, by age.

Age (in years)	Adult women in vocational education	
	Reentrants	Changers
Under 25 years	25.0^{am}	42.2^{an}
25-34 years	29.1	36.4
35 or older	12.4^{bm}	26.5^{bn}

$a^{***}, b^{***} - m^{**}, n^{***}$

Women least dissatisfied with their prior job were women 35 years of age and older, particularly Reentrants. This data on Career Changers is contrary to the theory that it is older workers who tend to become dissatisfied with their jobs and therefore return to school to find a new career. It is in fact the younger Career Changers who are most dissatisfied and the large group of older women are Reentrants, not Career Changers. Among Reentrants, the 25-34 year olds are most dissatisfied with jobs they held prior to leaving the labor force and those 35 years of age and older are least dissatisfied. It is perhaps that they have been away from their jobs for so long that the dissatisfaction is reduced since nearly twice as many Career Changers of the same age are dissatisfied.

Increase Family Income

Although very few women stated the Desire to Increase Family Income as a primary motivation (16% of Reentrants and 10% of Changers), up to 60% of some groups stated this as a factor in their return to school.

Groups who most often described this motivation as a factor in their return were women who carried the greatest responsibility for support of their families or who were in the least desirable economic positions. This would be expected of any group of workers, men or women.

Among the various income groups, Reentrants with low incomes ($7,500 or less) were most often concerned with increasing family income. Over 60% of these women were separated, widowed or divorced.

The desire to return to school to Increase Family Income was stated by more women with children than those without. Forty-nine percent of all women with children and 25% of all women without children returned to school in part to Increase Family Income. This was equally true for Reentrants and Career Changers.

Over half of all heads of household with children Wanted to Increase Family Income, both Reentrants and Career Changers.

Among Black women, only Reentrants were more concerned about Increasing Family Income than their White counterparts. In spite of the fact that more Black Career Changers were low income, the same proportion wanted to Increase Family Income as did White Career Changers.

Table 73.--Desire to increase family income, by characteristics of the women.

Characteristics	Adult women in vocational education	
	Reentrants	Changers
Income		
Less than $7,500	59.1[an]	42.4[a]
$7,501-15,000	47.9	44.1[m]
$15,001 and over	36.7[n]	34.8[m]
Presence of children		
With children	49.9 [o]	48.8 [p]
Without children	25.4 [o]	24.7 [p]
Household status		
Head with children	60.9 [qt]	55.5 [rs]
Head with no children	16.9 [t]	14.7 [s]
Married with children	45.1 [q]	44.7 [r]
Married with no children	37.3	43.1
Age		
Under 25 years	38.5 [u]	32.1 [v]
25-34 years	55.7 [u]	43.7 [v]
35 and older	38.4	39.6
Race		
White	43.2	38.1
Black	53.6	39.2

*a***, b** - m*, n***, o***, p***, q**, r**, s**, t***, u**, v***

Summary

Most women are entering training to improve or change their past occupations; fewer women are primarily motivated by economic or family reasons. Although family circumstances definitely influence the decisions about work and school, for these women it is not the driving force behind their working. Most of these women have had prior work experience and are now motivated to pursue training to improve or completely change their work situation. Their reasons for entering training are based on their desire for work, not their need for work. Women workers are very often perceived as second breadwinners, as persons who work out of economic necessity rather from a desire to work. These data would indicate the contrary--that a larger group of women are actively pursuing a job and that the strictly economic considerations are important to fewer women.

The fact that many women are motivated by their occupational desires and others by their family circumstances and economic desires only makes them more like men workers, who also have a variety of motivations for working.

H. Service Needs

All women in the sample were provided the following list of services and were asked to identify the specific services they felt they needed. The percentage of women who expressed a need for a specific service is indicated below.

Table 74.--Service needs.

Needs	Adult women in vocational education
	Total
Job placement assistance	45.8
Financial assistance	36.2
Refresher courses/tutoring	35.6
Job search skills	30.5
Part-time work	25.2
Counseling support	22.3
Time to talk with other women who have also returned to school	20.6
Assistance locating child-care services	11.6
Assistance with scheduling	8.6
Assistance providing transportation	6.6

The single greatest need expressed by 46% of the women was for Job Placement Assistance. Financial Assistance and Need Refresher Courses followed with 36% of the students. Relating to their need for Job Placement, 31% of the women felt a need for Job Search Skills. Part-time Work was a need for 25% of the women, which was presumably related to the need for Financial Assistance. Over 20% of the women expressed needs for Counseling Support and/or Talk with Other Women.

Table 75.--Service needs.

Needs	Adult women in vocational education	
	Reentrants	Career changers
Job placement assistance	47.8	44.3
Financial assistance	32.4[a]	39.3[a]
Refresher courses/tutoring	25.6	26.4
Job search skills	30.1	30.6
Part-time work	26.1	24.7
Counseling support	21.1	22.9
Time to talk with other women who have also returned to school	21.1	20.4
Assistance locating child-care services	12.6	11.5
Assistance with scheduling	7.4	9.5
Assistance providing transportation	7.2	6.4

[a]**

More Reentrants, 48%, needed Job Placement Assistance than did Career Changers (44%), but the difference was much smaller than might have been expected, considering that so many of the Career Changers were presently working. In all other areas of need there was relatively little difference between the Reentrants and the Career Changers; the exception was Financial Assistance, where Career Changers had a greater need, 39% compared to 32% of the Reentrants. In order to pursue their vocational programs, many of the Career Changers had either stopped work or had reduced their full-time work to part-time in order to attend school. They then found it difficult to support both their prior financial commitments and schooling on less income.

Table 76. --Need for job placement assistance.

Characteristics	Adult women in vocational education	
	Reentrants	Career changers
Age		
Under 25 years	65.6 [a]	50.0 [a]
25 - 34	43.9	45.2
35 and over	45.9	39.4
Household status		
Head with children	52.2	55.1
Head no children	60.6	48.7
Married with children	43.1	39.7
Married no children	39.2	51.5
Household income		
Under $7,500	56.8	54.1
$7,500 - $15,000	46.0	43.9
$15,000 and over	39.5	33.5
Location		
Metro	45.6	45.6
Non-metro	51.5	42.9
Race		
White	46.3	43.8
Black	60.7	51.9

[a] *

The need for Job Placement Assistance was felt more among younger heads of household, women with lower income, Black women and non-metro Reentrants. This need was expressed so often that it should be viewed as an essential component of any program designed to serve adult women.

Table 77.--Need financial assistance.

Characteristics	Adult women in vocational education	
	Reentrants	Career changers
Age		
Under 25 years	55.2	45.5
25 - 34	34.3	41.3
35 and older	21.9	29.8
Completion of high school		
Completed high school	29.4 a	36.6 a
Did not complete high school	46.5	57.9
Household status		
Head with children	52.2	58.8
Head no children	50.7	46.5
Married with children	22.0	23.6
Married no children	9.8 b	28.5 b
Race		
White	29.1 c	36.1 c
Black	64.3	60.8
Household income		
Under $7,500	62.5	61.0
$7,500 - $15,000	28.2	36.8
$15,001 and over	8.0 d	16.3 d

a*, b*, c*, d*

Those who did not complete high school had a greater need for Financial Assistance, particularly among the Career Changers. Women who were not married had considerably more financial needs whether or not they had children, but those who were heads of household and responsible for the care of children had the greatest need for Financial Assistance. Black women and low-income women particularly expressed this need.

Table 78.--Need time to talk with other women who have also returned to school, by present employment status.

Present employment status	Adult women in vocational education	
	Reentrants	Career changers
Full-time	27.8	14.0
Part-time	15.4	23.0
Not working	21.4	21.9

Among those who felt the need to Talk with Other Women, Reentrants working full-time and Career Changers working part-time comprised the largest percentage. (This was still, however, only about 25% of all women.) Reentrants, particularly those who are working full-time, and who face the complexity of school, work, and family responsibilities may feel the need to discuss these pressures with other women who are experiencing similar circumstances, so that they can gain moral support and at the same time share useful methods of coping.

Table 79.--Women with multiple service needs.

Number of needs	Adult women in vocational education
	Total
None	19.7
1 - 2	41.2
3 or more	39.0

Only 20% of the women had no needs, and 39% had three or more needs.

Table 80.--Number of service needs

Number of needs	Adult women in vocational education	
	Reentrants	Career changers
None	18.7	20.3
1 - 2	43.1	39.5
3 or more	38.2	40.2

There was little difference in the number of needs expressed by Reentrants and Career Changers.

I. Problems

In order to provide the women respondents with the opportunity to define the problems they were experiencing, the following open-ended question was asked. The question was structured in this manner to obtain responses from the women in their own words without direction from the researchers.

What are the major problems you are having or have had in returning to school?

This was the only open-ended question on the survey instrument. The location of this question, following closed-ended questions that queried the motivation, career exploration, and needs of the women, was designed to stimulate ideas about issues related to problems they were experiencing. (See Instruments - Appendix.)

The major problems as defined by the women were:

- Time--refers to insufficient time to study, take care of family, clean house, be with children or husband, sleep, play, etc;
- Study--problems related to learning in class, studying after class or re-learning study habits; difficulty becoming a student, adjusting to going to class;
- Money--any expression of financial need, or difficulty in obtaining grants, loans, scholarship; complaint by part-time students regarding ineligibility for financial aid;
- Child care--self-explanatory;
- Transportation--self-explanatory;
- Personal problems--disapproval of the student's return to school, selection of training, time spent studying, etc. The source of conflict must be external to the student. This is not personal guilt but rather conflict related to having a career;
- Work conflict--any mention that schooling was interfering with their desire for employment or their need to work at specific times; schedule conflict; insufficient time to work and go to school.

In addition, a variety of problems that did not fall into these categories were put in a category designated as "Other Problems."

Table 81.--Women with major problems.

Problems	Adult women in vocational education TOTAL
Time	33.4
Study	28.5
Money	24.9
Child care	9.1
Work conflict	8.8
Transportation	6.6
Personal conflict	8.2
Others	38.2

The responses to problems portrayed a pattern of one problem blending into another; the occurrence of a particular problem in turn caused others. Women who reported having problems with time, often quit work or moved from full-time to part-time employment, and this in turn caused problems with money because of their reduced income. Lack of time for husbands and children often caused personal problems. Lack of time for study produced problems with classwork.

Certain problems were reported much less frequently than would be expected; these included personal conflicts with husbands and families. It is possible that with all the other problems associated with return to school, if women had to deal with these problems as well, they would not have entered school and, therefore, would not be in the sample.

Work Conflict was also reported infrequently; this problem was related only to the women who were working prior to entering their current program. These women would have had to have made their work adjustments before they enrolled in their current program.

Study Problems

Women reported having problems learning to study again. They did respond that refresher courses were a critical "need," [1] but the problem expressed most frequently was related to developing new and improved study habits; inclusion of such a program would be helpful.

Examples of Problems with Study:

- Have been out of school for four years and am having some trouble remembering past schooling;
- Hard time trying to comprehend what I read;
- Learning to study again in more depth is difficult;
- Getting in the routine of studying for tests;
- Learning to study again. I find it very hard to sit down and concentrate on the subject I am taking, even if I enjoy the classes;
- Adjustment to study habits.

Personal Problems

With the tremendous rise in the labor force participation rate of women over the past decade, one would expect the idea of the "working woman" to have become the norm. The responses from the women indicated that some women were still having problems gaining acceptance from family and friends in the role of working woman as well as that of mother and wife.

Examples of Personal Problems

- I think my major problem was friends and family (excluding my husband) being against my entering a field which they considered to be too great of a challenge for me, and also my leaving the baby with a sitter (my in-laws);
- Family, husband not supporting; family ended in separation in order to finish;
- Husband's feeling of being threatened;

---

[1] See Chapter III. F. Service Needs.

- I had a problem convincing family (in-laws included) that this is O.K. for me to do;

- The major problem is guilt. My husband and children make me feel guilty. My family loves me but they resented my having interests besides them. When I received good grades my husband felt that I was trying to be better than he or smarter. He was ready to leave me before I re-entered school, because he was bored with our marriage after twenty years. Returning to school has awakened his interests in me again. It has worked out well but the going was rough for awhile.

A slightly larger group of Reentrants had personal conflicts; this was probably due largely to their change in family status. The new responsibilities of school, and for some, work, reduced the amount of time they could substantially spend fulfilling the traditional role of wife/mother. The Career Changers for the most part would have made their family adjustments when they were working, prior to entering their vocational program.

Child Care and Transportation

Although child care and transportation were a problem for comparatively few women, they were still difficult problems for some women. Additional problems frequently expressed were problems of after school care, and finding enough time to respond to the needs and demands of their children.

Examples of Child Care Problems

- Finding child care services;

- Just trying to find a school for my two-year old son;

- Finding a babysitter but have rectified this problem;

- The children, especially the older ones, could have been more helpful at home. They were too used to always having "mom" available. Also their being sick has occasionally presented problems;

- Babysitting and finding time to take care of my home, family and school.

Examples of Transportation Problems

- Distance to school is fifty miles round trip;
- I commute 225 miles each week which was difficult since there was no program in my town;
- Finding rides to and from school. The bus route does not go in that direction.

Problems with Time

The lack of time was a real problem for almost all women whether expressed directly or indirectly. Most of these women were in school full-time (see Current Educational Program), some were working mostly part-time, but some were working full-time (see Working), and some women had additional responsibilities to husbands and children. Considering the complexity of their lives, one wonders how they managed at all.

Examples of Problems with Time

- Finding time to do everything;
- This program (nursing) requires 95% time, therefore, detracts from time spent with husband, hobbies, social activities, etc.;
- Getting up at 5:00,staying in school from 7:30 to 3:30; not getting income; trying to make it on what you've got; among things taking care of home responsibilities, etc., etc., etc.;
- Working full-time and being mother and homemaker. Time is a great factor;
- Lack of time to study because I have a family.

Time was the problem that caused the greatest difficulty for both Reentrants (32%) and Career Changers (34%). Closely related to the problem of time was the number of hours a woman spent in class. Reentrants and Career Changers who attended school less than ten hours a week had fewer problems (40% and 55%) than those who attended school for more than ten hours (76% and 73%). Seventy percent of the students taking more than ten hours of classwork had at least one problem; almost one-third had three or more problems. These differences were not dependent upon their past experience in the work force. The percentage of Reentrants increased from 49% with problems to 78% who had two or more problems as they increased their number of hours in class. Slightly more Career Changers taking 10-24 hours in class had problems.

Problems with Work

The impact of work on study, and study on work, was an interrelated problem for many women.

The one problem where there was a major difference in occurrence between Reentrants and Career Changers was Work Conflict. This was due to the fact that new Reentrants (14%) were working while they were in school, but more than half (57%) Career Changers were working.

Examples of Problems of Working and Going to School

- In order to go to school I have to work. I work seven days a week. I never have a day off. Sometimes the pressure seems hard to take. This I feel may affect my studies;
- I find it hard to work and attend school because I put in so much overtime at work. I have less time for my home and child;
- Finding time to study, concentrating, Fitting my class schedule around working hours;
- Mostly work because I need to work at least four nights, I am self-supporting, so it is a little rough.

Problems of Finance

The underlying problem of lack of money apparently contributed to making all other problems even more serious.

Examples of Problems with Money

- Financial--I've not been working full-time--must adjust to the changing of our budget;
- Finance is a very important problem with returning to school;

- Money! Money! Money!
- I have had to go on welfare in order to maintain my household;
- I find that I am not going to be able to continue to go to school simply because I can't afford it. My job only helps for job-related courses. And it does pay for courses (accounting) that are only partially related to a clerical positions;
- Inadequate earnings due to part-time work;
- Cost of books, research, and supplies.

There was a slightly larger group of Career Changers who had difficulty with money (more had changed their work status from full-time to part-time or had stopped working while attending school).

Other Problems

In addition to the problems described above were the issues listed as "Others;" these ran the gamut of all problems, and in turn affected the incidence of all other problems.

Others

- Only have one teacher who is not very good at his job; (Next fall will need scheduling assistance.)
- Arranging my schedule around other family activities;
- Lack of help at home. My husband wants a full-time wife to wait on him and I refuse to do it. So, the house is messier than we like, but there is plenty of love at home;
- Being 54 with two older parents with three minor daughters school age, finding studying difficult, living in crowded quarters, never having been a part of the working world before and competing with younger, brighter, quicker women and being slow and confused by the fast pace I must meet daily at school and in the hospital situation;
- Having to wait so long to get in. Sometimes I feel it was because of my age;
- Organization within the family;

- Asserting myself--asking questions in class, feeling inadequate, but, situation is getting better with time and confidence;
- I would like to be able to study with women who are interested in electronics;
- Don't have a background in working with tools--lot to learn--lack of experience. Don't enjoy working with men--wish there were more women;
- My only problem with school is that I'm undecided on what I want to accomplish;
- Adjusting to not having as much money. Depending on parents for support and getting used to living with them again;
- Because of major surgery, severe illness and the death of my baby daughter, I find it somewhat difficult to cope sometimes. With inadequate medical insurance, money worries and financial burdens I don't know if I'll be able to continue my education;
- Lack of confidence in myself. Worry about children getting home before me;
- I get tired.

Almost one-third of all women reported that they had no problems; but 31% had two or more problems. There were relatively few differences in the number of problems listed by Reentrants or Career Changers.

Table 82.--Number of problems.

Number of problems	Adult women in vocational education		
	TOTAL	Reentrants	Changers
No problems	31.0	30.4	31.4
1	38.8	41.0	37.3
2 or more	30.2	28.6	31.3

In addition to "Others," three problems, time, study and finances were mentioned most often. The remaining problems were each identified by less than 10% of all women.

Table 83.--Women with major problems, by career status.

Problems	Adult women in vocational education	
	Reentrants	Changers
Time	32.0	33.8
Study	30.5	27.3
Money	22.9	26.3
Child care	9.4	9.2
Work conflict	1.9[a]	13.5[a]
Transportation	6.9	6.3
Personal conflict	9.7	6.7
Others	38.2	38.2

[a] ***

Table 84.--Number of major problems, by class hours per week.

Number of problems	Adult women in vocational education	
	Reentrants	Changers
1-9 class hrs.		
No problems	51.0	44.7
1	37.5	34.7
2 or more	11.5	20.6
10-24 class hrs.		
No problems	27.6	20.8
1	40.5	40.1
2 or more	31.9	39.1
Over 25 class hrs.		
No problems	22.7[a]	30.4[a]
1	43.5	37.7
2 or more	33.8	31.8

[a] *

Table 85.--Number of major problems, by present employment status.

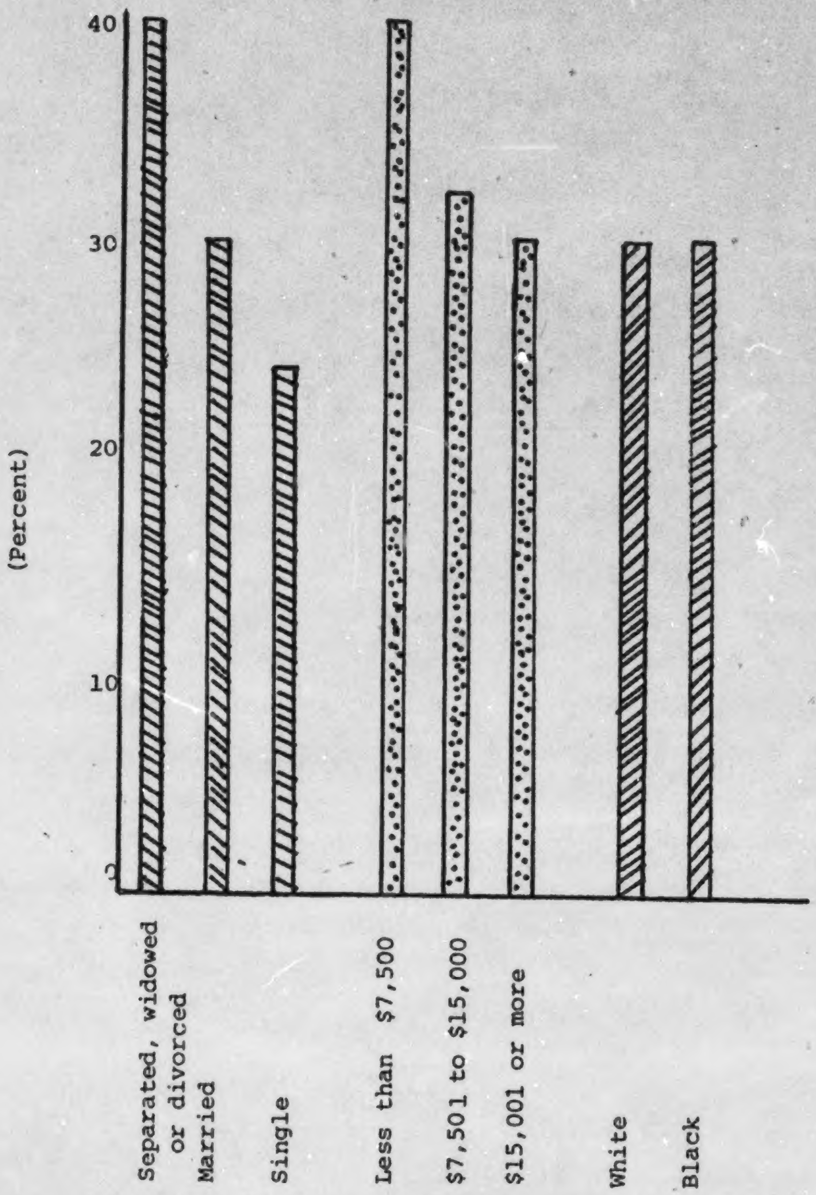
Present employment status and number of problems	Adult women in vocational education	
	Reentrants	Changers
Full-time		
No problems	17.6	37.5
1	47.1	33.5
2 or more	35.3	29.0
Part-time		
No problems	21.5	29.1
1	30.7	37.5
2 or more	43.1	33.4
Not working		
No problems	31.6	29.9
1	41.7	39.4
2 or more	26.7	30.7

The Reentrants had a much smaller group working than Career Changers; therefore, the absence of the three-way pressure of home, school and work should have reduced the percentage of women with problems. This did not occur, however, because for Career Changers the percentage of women with problems was not greater among working women. There was little difference in the percentage of problems of Reentrants and Career Changers who were not working. Career Changers working part-time had no more problems than those not working. And fewer Career Changers working full-time (63%) had problems. But Reentrants working part-time(74%) or full-time (82%) were not accustomed to the pressure and reported problems. This might have been because most were in class less than ten hours a week or because they were more accustomed to handling domestic responsibilities simultaneously with other problems; also, fewer Career Changers had the responsibility of both children and husbands. Only 86% of Career Changers were married with children compared to 71% of Reentrants.

Problems by Demography

Except among women with no children and among single women and women under 25 years of age, the percent of women with problems and multiple problems was the same for Reentrants and Career Changers. Differences occurred only among subgroups of both Reentrants and Career Changers.

Women with two or more major problems



Among women with differing marital status, more women who were separated, widowed or divorced (37%) had 2 or more major problems, compared to women who were married (29%) or single (24%). As could be expected, more women with low household incomes (less than 15,000) had 2 or more major problems (37%) than did women with high incomes (15,000 or more - 27%).

Quite surprisingly, the data indicated that there were no differences in the number of Blacks and Whites with problems.

Although similar proportions of metro and non-metro women had multiple problems, more non-metro women (75%) than metro women had at least one problem (66%).

The age group with the largest proportion of women with problems was the 25 - 34 year old group. Thirty-six percent of this group had multiple problems compared to approximately one-fourth of all older and younger women. This was the age group whose labor force participation and participation in postsecondary education had been changing most rapidly. For these women the structures, both social and institutional, to support their new endeavors have not been completely formed. They were struggling with their new role in the family as well as with the institutional structures of day care and schools, which do not always provide care or services to cover working hours, and businesses, which provide services mostly during working hours. Older women might have settled many of these issues or else their children were older. Women 25-34 were more likely also to have small children. More women with children under 6 had problems (75%) than did women with older children (68%). Younger women (under 25 years of age) may have had fewer problems because they were not as likely to have taken on the family roles as yet.

Although more women without children had multiple problems than women with children, more Career Changers without children, both married and unmarried, had multiple problems (25%) than did Reentrants without children (15%). Since more Career Changers were working and going to school full-time, their problems may have been a result of the pressure caused by demands on their time.

Table 86.--Women with two or more major problems.

Characteristics	Adult women in vocational education	
	Reentrants	Changers
Location		
Metro	27.3	29.3
Non-metro	30.1	34.4
Age		
Under 25 years	24.2	30.2
25 - 34	34.8 [m]	37.2 [n]
35 and older	23.7 [m]	25.5 [n]
Household status		
Head with children	37.1	38.5
Married with children	29.7	32.5
Head with no children	14.9	27.0
Married with no children	12.0	23.8
Women with children		
Children under 6 years old	35.8	40.0 [o]
No children under 6 years old	27.7	27.9 [o]

m*, n**, o**

IV. Alternative Analyses

A. Never Worked

In developing outreach and other programs designed to assist women entering employment, and particularly those entering training, the major emphasis in program design has been on the Reentrants, with a particular emphasis among the Reentrants on those who left high school to marry and have children. These women are presumed to have entered the labor force when their children left home. The impact of inflation has changed this perception to the degree that some of the programs now recognize that women enter the labor force at an earlier age to increase their family income while their children are still in school. There has also been recent interest in displaced homemakers, most of whom have been defined as divorced or widowed women who have never worked, or who have had only limited work experience after high school and prior to marriage.

In fact, women who met the description of having Never Worked were only 7.3% of the total sample; 1/ in many ways they differed from the stereotypes maintained about them by most programs designed to serve them. They also differed from Reentrants. Although the sample of women who Never Worked was comparatively small, defining how they differed from Reentrants would be valuable so that programs developed to serve adult women are responsive to each of the several categories of women they must serve.

This section compares those who had Never Worked with Reentrants (Steady and Intermittent) who had worked either steadily or intermittently prior to leaving the labor force. All these women had been out of the labor force for a minimum of two years before they entered vocational education in order to prepare for reemployment.

1/ Never Worked since high school; among the few in this group who attended another prior educational program, a very few worked part-time while attending school.

Table 87.--Age distribution of the Never Worked in vocational education.

Age (in years)	Adult women in vocational education	
	Never Worked	Reentrants 1/
Under 25 years	26.5 a	14.9 a
25 - 34	42.9	40.0
35 and older	30.6 b	45.1 b

a**, b*

First, rather than upholding the stereotype of the older women who had been out of the labor force many years, the group of women who Never Worked was younger than Reentrants. Only 31% of those who Never Worked were over the age of 35, compared to 45% of Reentrants, and 27% were under 25 compared to 15% of Reentrants. As the labor market participation of women has shifted rapidly, women who have Never Worked are seeking entry at a much earlier age, perhaps with as great a commitment to a career, as other women. This is consistent with the large expansion of all women 20-24 years of age in the labor force.

The women in vocational education who had Never Worked were more likely to be found in metropolitan rather than non-metropolitan areas.

Table 88.--Metro/Non-metro location of the Never Worked in vocational education.

Location	Adult women in vocational education	
	Never worked	Reentrants
Metro	65.4	59.3
Non-metro	34.6	40.7

Thus, these were not rural small town women; they were more likely to be urban women seeking jobs in an urban or suburban environment. They were less likely to have children (20% with no children) than Reentrants (15%), but slightly more likely to have three or more children. This was surprising since they were younger than Reentrants.

Table 89.--Children of the Never Worked, by presence of children under six years of age.

Presence of children under 6 years	Adult women in vocational education	
	Never Worked	Reentrants
Children under 6 years	31.8	27.4
Children over 6 years	48.6	57.3
No children	19.7	15.2

Table 90.--Number of children of the Never Worked in vocational education.

Number of children	Adult women in vocational education	
	Never Worked	Reentrants
1 child	16.5	21.0
2 children	32.3	34.0
3 or more children	51.3	45.1

Their children were more likely to be under six (they were younger women) but the difference was greatest in the percentage of those who had Never Worked who had all children over six (48%) compared to 57% of the Reentrants whose children were over six.

Of those with children, 33% of those who Never Worked and 30% of the Reentrants lived without husbands. There were more Black women among those who Never Worked (15%) than there were among the Reentrants, (9%).

Table 91.--Racial distribution of the Never Worked in vocational education.

Race	Adult women in vocational education	
	Never worked	Reentrants
White	80.9	87.4
Black	13.9	8.3
Other	5.1	4.3

As large a percentage of those who Never Worked were single (21%) as were divorced, separated, or widowed (22%). This represented a larger percentage of single women (22%) than among Reentrants (12%).

Table 92.--Marital status of the Never Worked in vocational education.

Marital status	Adult women in vocational education	
	Never Worked	Reentrants
Single	20.6[a]	11.9[an]
Married	57.0[m]	64.6[o]
Separated, widowed, divorced	22.4[m]	23.5[no]

a* - m***, n***, o***

Women who were recently (since 1976) divorced, widowed or separated accounted for only a slightly larger proportion of those who Never Worked (14%) compared to Reentrants (11%). This suggests the probability that most women who were displaced homemakers had some work experience.

However, among women who were separated, widowed, or divorced, a larger proportion of those who Never Worked had just recently experienced this change in marital status. Sixty-three percent of the Never Worked who were separated, widowed, or divorced experienced this change since 1976, compared to 49% of

Reentrants. Clearly a larger proportion of women without work experience felt it necessary to return to school prior to entering the labor force than did the Reentrants. (Also, some women following separation from their spouse did not immediately reenter either the labor force or an education program.)

These women who had been separated, widowed or divorced for some time were likely to be among the small percentage of Reentrants or Never Worked (13%) who were now both in school and working.

Table 93.--High school graduation of the Never Worked.

High school graduation	Adult women in vocational education	
	Never Worked	Reentrants
High school graduate	69.7[a]	82.7[a]
Did not graduate from high school	30.3[b]	17.3[b]

a**, b**

A large percentage of the women who had Never Worked did not complete high school, 30% compared to 17% of Reentrants. Forty percent of those who had Never Worked had their first child within one year after leaving high school; 58% had their first child less than two years after leaving school, as compared to 11% and 27%, respectively, of Reentrants.

Table 94.--Time lapse between high school attendance of the Never Worked and birth year of first child.

Birth year of first child	Adult women in vocational education	
	Never Worked	Reentrants
None	40.3 [a]	10.8 [a]
1 year	17.7	16.2
2 years	12.9	12.2
3 or more years	29.0 [b]	60.8 [b]

a***, b***

Not only did more of them leave school early, but 54% of the women who had Never Worked, compared to 46% of Reentrants, had been enrolled in a general curriculum, the high school program least likely to prepare students for productive employment.

Table 95.--High school curriculum of the Never Worked.

High school curriculum	Adult women in vocational education	
	Never Worked	Reentrants
Academic	27.5 m	34.0no
Vocational education	16.7	19.5o
General curriculum	55.8 m	46.5n

m^{***}, n^{***}, o^{***}

In addition, a smaller percentage (34% compared to 45%) worked while they were in high school. Employment during high school seems to have encouraged working later on among other students. It also seems to have prompted students to remain and complete school. Eighty-three percent of these women who worked during high school completed their schooling, compared to 63% who did not work during their high school experience.

Table 96.--Employment during high school of the Never Worked.

Employment during high school	Adult women in vocational education	
	Never Worked	Reentrants
Employed	35.3	44.8
Not employed	64.7	55.2

A major difference between the two groups was the smaller percentage of those who Never Worked, 32%, who attended any other postsecondary program, compared to 45% of Reentrants.

The length of time after high school that Reentrants and those who Never Worked waited until they entered a prior postsecondary program was almost the same. Among those who entered another program, 62% of the Never Worked and 64% of the Reentrants entered within three years of completing high school.

Table 97.--Other postsecondary education of the Never Worked.

Other postsecondary education	Adult women in vocational education	
	Never Worked	Reentrants
2-4 academic	13.1	21.6
Vocational education	18.7	23.1
No other education program	68.2	55.3

Of those who attended another postsecondary education program, fewer of the Never Worked were enrolled in an academic program. Of those who enrolled in a vocational education program, 74% of the Reentrants completed, and 67% of the Never Worked completed. This followed the pattern not only of low attachment to the labor force, but also of continuing low attachment to education.

Table 98.--Completion of other postsecondary programs of the Never Worked.

Completion of other postsecondary programs	Adult women with other postsecondary education	
	Never Worked	Reentrants
All programs	53.3	55.6
Academic programs	33.3	35.9m
Vocational education	66.7	73.9m

m***

This complex of circumstances of early school departure and teenage parenting accounted for the larger proportion of the group that did not attend another post-secondary program.

Income

Table 99.--Household income of the Never Worked.

Household income	Adult women in vocational education	
	Never Worked	Reentrants
less than $7,500	38.6	31.5
$7,500 - $15,000	26.4	31.0
$15,001 and over	35.0	37.5

It should be noted that though the Never Worked did have a relatively large percentage with an income less than $7,500 (39%), the percentage with an income over $15,000 was comparable to Reentrants (38%-35%). As was noted in Chapter I, most women whose household income was $15,000 or more were married. In this case, all of those women who Never Worked and had incomes over $15,000 were married.

Current Vocational Program

Unlike the stereotype, the period from high school to their current program was considerably longer for Reentrants than it was for those who Never Worked. More than 50% of both groups had waited eleven or more years before enrolling in their present program, 52% of those who Never Worked, and 65% of the Reentrants.

Table 100.--Years between high school and current program of the Never Worked.

Years between high school and current program	Adult women in vocational education	
	Never Worked	Reentrants
Less than 5 years	23.3[a]	8.0[a]
5 - 10 years	24.4	27.1
11 or more years	51.1[b]	64.9[b]

a***, b*

When these Never Worked entered their current program, more than half (56%) entered a full-time program (more than 25 hours a week in school); this was a larger percentage than the Reentrants, 48% of whom were enrolled full-time.

Table 101.--Hours in class in current program of the Never Worked.

Hours in class	Adult women in vocational education	
	Never Worked	Reentrants
less than 10 hours	18.2	17.5
10 - 24 hours	25.3	34.4
25 and over hours	56.6	48.1

Only a small portion of either group was working.

Table 102.--Present employment status of the Never Worked.

Employment status	Adult women in vocational education	
	Never Worked	Reentrants
Working full-time	3.9	2.8
Working part-time	6.8	11.8
Not working	89.3	85.4

The percentage of women who Never Worked who were enrolled in predominantly traditional programs was 74%, compared to 66% of the Reentrants. The percentage of those enrolled in non-traditional programs was similar, but 28% of the

Table 103.--Type of vocational training program of the Never Worked.

Vocational training program	Adult women in vocational education	
	Never Worked	Reentrants
Non-traditional	6.9	6.3
Mixed	22.8	27.8
Traditional	70.3	65.9

Reentrants were enrolled in mixed occupations, compared to only 18% of the Never Worked.

Table 104.--Broad classification of current vocational training of the Never Worked, by type of training.

Broad classification of type of training	Adult women in vocational education	
	Never Worked	Reentrants
Non-traditional	6.9 mq	5.9 or
Agricultural, Technical, Trade & Industry	5.9	5.3
Business	1.0	0.6
Mixed	22.8 mn	28.6 op
Agricultural, Technical, Trade & Industry	3.0	2.5
Distributive education & Home economics	5.9	5.9
Health	1.0	1.5
Business	12.9	18.7
Traditional	70.3 nq	65.5 pr
Trade & industry	--	1.3
Distributive education & Home economics	4.0	4.0
Health	41.6	32.7
Business	24.7	27.5

m^{**}, n^{***}, o^{***}, p^{***}, q^{***}, r^{***}

Forty-two percent of the programs in which those who Never Worked were enrolled were traditional health occupations, compared to only 33% of the Reentrants. Unlike the Reentrants, a smaller percentage of those who Never Worked used the mixed business categories to move upward. Most of the women had already selected an occupation before they returned to school, it is important to consider why women with small attachment to the labor force seemed to select health occupations and particularly the nursing occupations over all other areas. The intention of more than 95% of the Reentrants and the Never Worked was to be employed on completion of training in the area in which they were training.

Motivation

The motivations described by the Never Worked indicated that the reasons prescribed by the stereotypes were only partially true.

Table 105.--Motivations of the Never Worked.

Motivations	Adult women in vocational education	
	Never Worked	Reentrants
Children now in school, or no longer dependent	34.1^{m}	26.1
Want more job security	8.5^{am}	25.4^{a}

a^{***} - m^{***}

More of those who Never Worked ascribed their motivation for entering school to the fact that their children were now in school or no longer dependent (34%) as compared to 26% of the Reentrants who gave this as a reason for entering the labor force. Fewer of the Never Worked were seeking job security, (only 9%), compared to Reentrants (25%).

Table 106.--Primary motivation of the Never Worked.

Primary motivation	Adult women in vocational education	
	Never Worked	Reentrants
Increase family income	21.4	14.7
Want something useful to do	19.1^{a}	10.9^{a}

a^{*}

Since they had worked so little, almost none of the Never Worked indicated that they were dissatisfied with their prior job.

As primary motivations, more of the Never Worked were interested in learning something useful and working to increase family income than were Reentrants.

But more of the women who Never Worked had three or more service needs than did Reentrants (46% compared to 37%). Virtually the same percentage, 18%, indicated that they had no appreciable needs. More of the Never Worked (28%) expressed the need for counseling support than did Reentrants, 20%, but even so this represented smaller group of women than expected, given that they were making a substantial change in their lives.

Table 107.--Number of service needs of the Never Worked.

Needs	Adult women in vocational education	
	Never Worked	Reentrants
None	18.1	18.9
1 - 2	35.9	44.6
3 or more	46.0	36.5

Problems

A larger percentage of those who Never Worked, 37%, stated that they had no problems, compared to 30% of Reentrants. This could be due to the relative lack of information about the labor market possessed by those who had not worked in the past.

As with all other groups, time, money and studying caused the greatest number of problems for the women who had Never Worked, along with the complex of problems grouped under "other."

Table 108.--Major problems of the Never Worked.

Types of problems	Adult women in vocational education	
	Never Worked	Reentrants
Time	15.9	23.6
Study	19.6	21.5
Money	15.9	15.9
Child care	5.6	6.7
Work conflicts	--	1.6
Transportation	3.7	5.1
Personal conflicts	5.6	6.9
Other	21.5	27.6

In almost all classifications more Reentrants indicated they had problems than those who Never Worked.

Summary

The women who Never Worked were different in many respects. Many were failed by the school system twice--those having left high school before graduation and again when two-thirds of those who enrolled did not complete their other postsecondary education.

Their high school general curriculum programs and lack of work during high school undoubtedly left them with few skills. Leaving high school early and not completing other postsecondary education left them without credentials. Early childbearing placed heavy family responsibilities on them at a time when other women were developing self-confidence through early experience in the labor force. It seems, therefore, important that this experience in vocational education does not fail them now. Fewer of these women expressed problems than other groups. Unfortunately, they may only discover their problems when they start working. Some work experience program is vital to assist their transition into the labor force. This type of work experience is likely to occur for the 40% of the women in the Nursing programs, who will participate in a practicuum. However, unless some sort of cooperative program is available and promoted by the school for these women, it is unlikely that the remaining 60% will have the much needed benefit of such work experience.

B. Steady and Intermittent Workers

Data strongly supported the hypothesis that significant distinctions exist between women with different labor force experience. Women whose employment had been steady, usually in a single occupation (Steady Workers) and those whose employment was characterized by frequent entry and exits from the labor force or among different occupations (Intermittent Workers) exhibited similarities which cut across the Reentrants and Career Changer classification.

These differences occurred in their demographic characteristics, and their educational and work experiences. The formal definitions of the two groups are:

> Steady employees--those persons who worked at the same or related occupations for a period of two or more years prior to their entry into vocational education or to their last exit from the labor force.
>
> Intermittent employees--those who entered and left the labor force repeatedly, most often being employed in a variety of unrelated occupations, during the two or more years prior to entering vocational education or prior to their last exit from the labor force.

Women who were intermittent workers who had returned to vocational education were much different from women who had worked steadily. Most importantly they were much younger than steady workers. Twice as many Intermittents (44%) were under twenty-five years of age as were Steady workers (22%).

Minority representation among the Intermittent workers were also much higher; 19% of Intermittent workers versus 12% of Steady workers were minority.

Nearly half (49%) of all Intermittent workers lived in low income households (less than $7,500 annual income) compared to only one-third of the Steady workers (32%).

In Chapter III-A, Demography, it was reported that marital status was a better predictor of income than was a woman's employment status. This is because a spouse's income is likely to be higher than a woman's and because a married woman working provides a second income. Among Career Changers, Steady and Intermittent workers had precisely the same marital status. Therefore, in this case, the lower income of the Intermittent was probably due to their own work patterns and the fact that they and their husbands were younger and represented a larger group of minority workers.

Although Intermittents were younger, with less income resources, almost the same percentage of Steadies and Intermittents had children. However, Intermittent women's children were younger. Fifty percent of Intermittent women with children had children under six compared to 25% of the Steady workers. Forty percent of the Intermittents had their children within one year of high school compared to 30% of Steady workers.

Education

Intermittent and Steady workers had similar high school experiences.

Other Postsecondary Education

One-half of both the Steady and Intermittent workers had attended a previous postsecondary educational program. Sixty-one percent of Steadies worked while they were in the other postsecondary program, compared to 55% of Intermittents.

Table 109.--Women who worked during other postsecondary education and the relationship of their job and training.

Employment status	Adult women in vocational education	
	Steady	Intermittent
Full-time	21.1	17.2
Part-time	40.0	37.4
Not working	38.8	45.4
Worked in related jobs	41.9	37.9

Table 110.--Completed other postsecondary, by type of postsecondary training.

postsecondary education	Adult women in vocational education	
	Steady	Intermittent
Total	59.1b	40.6b
2-4 year academic	43.3 am	20.9 an
Vocational education	74.6 m	63.3 n

a***,b***,m***,n***

Considerably more Steady (59%) than Intermittent (41%) workers completed their other postsecondary education.

Current Program

Table 111.--Number of years between last high school attendance and current program.

Number of years from high school to current program	Adult women in vocational education	
	Steady	Intermittent
Less than 5 years	12.9 a	32.9 a
5-10 years	28.4 b	36.0 b
11 or more years	58.7 c	31.1 c

a***, b*, c***

Fifty-nine percent of the Steadies had been out of high school for more than ten years, 28% for more than twenty years, before enrolling in the current program. On the other hand, 69% of the Intermittents entered their current program in less than ten years, 33% in less than five.

Thus, those who had been employed steadily, whether or not they left the labor force (Steady Career Changers and Steady Reentrants), waited a longer period of time after high school before returning to school.

Since the Intermittents were subject to greater frustration in finding appropriate work, they tended to seek additional education at an earlier point.

The Steady Career Changers had a profile that was different than all other groups of women because they were far more likely to be employed full-time than any of the other groups.

Almost all women expected to finish their current program in one year or at most, two years. Forty-nine percent of the Steady Career Changers, many of whom were working while attending school, expected to take more than a year to complete their program. The remainder were enrolled in programs of shorter duration.

Table 112.--Expected length of current program.

Length of program (months)	Adult women in vocational education		
		Career Changers	
	Reentrants	Steady	Intermittent
1-6 months	20.7	18.6	17.9
7-12 months	36.1	32.9	42.5
13-24 months	29.8	31.3	30.0
25 or more months	13.5	17.0	9.2

Table 113.--Class hours per week.

Class hours per week	Adult women in vocational education		
		Career changers	
	Reentrants	Steady	Intermittent
Under 10 class hours	17.9 *a*	27.7 *ab*	16.3 *b*
10-24 class hours	32.8 *c*	33.0 *cd*	33.3 *d*
25 and over	49.3	39.3	50.4

a^{***}, b^{***}, c^{***}, d^{**}

Table 114.--Class days per week.

Class days per week	Adult women in vocational education		
		Career changers	
	Reentrants	Steady	Intermittent
1-2 class days	14.2 *a*	22.9 *a*	14.3
3-4 class days	15.3	16.2	13.2
5 or more class days	70.5 *b*	60.9 *bc*	72.5 *c*

a^{***}, b^{***}, c^{**}

Fifty percent of the Intermittent Career Changers and Steady and Intermittent Reentrants were enrolled full-time (25 or more hours per week). Only 39% of Steady Career Changers were enrolled in class full-time; and 28% were in class less than ten hours a week, 23% attended only one to two days a week, and 61% were in school five days a week compared to 71% of other students. The major factor influencing this attendance was the percentage of Steady Career Changers who were working full-time at the same time that they were enrolled in school.

Table 115.--Class days per week, by employment status.

Employment status	Adult women in vocational education		
	Reentrants	Career changers Steady	Intermittent
Full-time			
1-2 class days	44.4	61.2 [a]	38.7 [a]
3-4 class days	5.6	16.3	25.8
5 or more	50.0 [b]	22.2 [b]	35.5
Part-time			
1-2 class days	3.2	13.6	13.9
3-4 class days	15.6	20.0	15.3
5 or more	81.0 [c]	66.4 [c]	70.8
Not Working			
1-2 class days	14.3 [d]	4.3 [d]	9.8
3-4 class days	15.3	11.6	9.8
5 or more	70.2 [ef]	84.0 [e]	80.5 [f]

a, b*, c*, d***, e***, f**

Among the Steady Career Changers, the more children in the household, the more likely they were to be in class five days a week, 56% of those with no children as opposed to 68% of those with three or more. The opposite was true for all other women. Of all other women with three or more children, two-thirds were in school five days a week whereas for women with no children, three-fourths were in school five days a week. Black Career Changers (who were more likely to be in part-time employment than White women) were most likely to be in class five days a week.

Table 116.--Characteristics of adult women in class five or more days a week.

Characteristics	Adult women in vocational education		
		Career changers	
	Reentrants	Steady	Intermittent
Race			
White	68.8[a]	57.5[ab]	72.1[b]
Black	84.4	75.6	80.6
Location			
Metro	63.8[c]	53.6[cd]	70.4[d]
Non-metro	81.1	74.2	74.5
Children in household			
No children	75.4[e]	56.0[ef]	74.5[f]
1-2 children	71.1[g]	60.4[g]	69.6
3 or more children	66.3	68.8	74.4
Income			
Less than $7,500	86.1[h]	76.7[h]	77.7
$7,501-15,000	70.0	57.0[i]	75.0[i]
$15,001 or more	57.6[j]	43.0[j]	52.1

a***, b**, c**, d***, e**, f**, g*, h*, i*, j**

Having decided to pursue a vocational education program, the majority of the adult women enrolled in school five days a week.

The Steady Career Changers had a different pattern in the time of day they attended school in their current program. The majority of adult women were not enrolled in evening classes (Table 118). Fifty-seven percent of the Steady Career Changers and 68% of all other women attended no evening class. Twenty-five percent of the Steady Career Changers but only 14% of other women attended no day classes.

Table 117.--Number of class hours in attendance.

Class hours in attendance	Adult women in vocational education		
		Career changers	
	Reentrants	Steady	Intermittent
	Class hours before 3 p.m.		
No hours before 3	13.4^{a}	24.5^{ab}	15.8^{b}
1-9 hours	10.9	9.2	8.8
10 or more	75.5^{c}	66.1^{c}	75.2
	Class hours after 3 p.m.		
No hours after 3	68.5^{d}	57.1^{de}	67.1^{e}
1-9 hours	27.7^{f}	37.7^{fg}	26.0^{g}
10 or more	3.7	5.0	6.7
	Number of evenings in attendance		
No evenings	68.1^{h}	56.9^{hi}	67.9^{i}
1-2 evenings	20.7^{j}	31.2^{jk}	18.8^{k}
3 or more	11.2	11.9	13.3

a^{***}, b^{**}, c^{***}, d^{***}, e^{**}, f^{***}, g^{**}, h^{***}, i^{**}, j^{***}, k^{***}

Although this suggests the need for evening classes for adult women, particularly with more and more women working, the majority of women were most likely to attend school during the day exclusively. It appeared more convenient for those who were not working, and for many who were working to quit and complete school by attending full-time than to take on the extra responsibility of school in addition to a job.

Table 118.--Broad classification of current vocational program.

Broad classification	Adult women in vocational education	
	Steady	Intermittent
All others	22.0	25.3
Agriculture	1.5	1.5
Trade and industry	6.5	8.5
Technical	2.7 [a]	5.6 [a]
Distributive education	6.3	7.1
Home economics	5.1	2.6
Business	40.2	45.6
Steno and Secretarial	11.9	7.9
Filing and typing	9.6 [b]	15.6 [b]
Mixed and non-traditional 1/	18.6	22.0
Health	37.6 [c]	29.1 [c]
Registered Nurse	14.8 [d]	7.4 [d]
L.P.N. and Nurse's Aide	21.9	20.2
Mixed 2/	0.9	1.5

1/ Accounting and computing, Business data processing, personnel training, materials support, business office supervisory.

2/ Opthalmic, environmental health, dental lab technician, inhalation therapy, radiologic technology, mental health technology.

a*, b**, c**, d***

Many more Steady women were enrolled in Health (38%) than were Intermittents (29%). More Intermittents were enrolled in Business (46%) than Steady (40%).

Working

Since only 13% of the Reentrants (Steady or Intermittent) were employed during the current program, examination of cross-tabulated data on the basis of selected variables is not likely to produce reliable data on the Reentrants. The highest percentage of the Reentrants who were working were those with a low income, with 18% working (13% part-time and 5% full-time); the lowest percentage of Reentrants working (12%) were those with high income (9% part-time and 3% full-time). All other variables fall between these two.

On the other hand there were marked differences between the Steady Career Changers with 65% working (37% full-time and 28% part-time), and Intermittent Career Changers, of whom 37% were employed (11% full-time and 26% part-time). Therefore the following analysis is in terms of Changers only.

Table 119.--Employment status of adult women in vocational education.

Employment status	Adult women in vocational education		
		Career changers	
	Reentrants	Steady	Intermittents
Full-time	3.2 [a]	28.1 [ab]	11.0 [b]
Part-time	10.2 [c]	36.9 [cd]	26.1 [d]
Not working	86.6 [af]	34.9 [eg]	62.9 [fg]

a***, b***, c***, d**, e***, f***, g***

Metro Steady Career Changers varied from Non-metro in that only 30% of Metro Steadies were not working compared to 44% of Non-metro Steadies; 32% of Metro Steadies were working full-time compared to 22% of Non-metro Steadies. Many Non-metro women face a greater investment of time in travel added to the same problems experienced by all other women. This makes it more difficult for them to assume the triple burden of school, work and home responsibilities. An alternate explanation, as observed in a recent Rj study,[1] indicates that rural women were more heavily invested in health training than urban women. The requirement of a practicuum for nursing programs, makes it less likely that women in nursing have time to attend school and also to work, in addition to the practicuum.

Table 120.--Employment status, by location.

Location	Adult women in vocational education		
		Career changers	
	Reentrants	Steady	Intermittent
Metro			
Full-time	3.1 [ab]	31.6 [ac]	12.9 [bc]
Part-time	9.6 [df]	38.4 [de]	23.9 [bc]
Not working	87.3 [gh]	30.1 [gi]	63.2 [hi]
Non-metro			
Full-time	3.0 [j]	21.6 [jk]	8.3 [k]
Part-time	12.5 [lm]	34.1 [l]	29.4 [m]
Not working	84.5 [no]	44.2 [np]	62.4 [op]

a***, b***, c***, d***, e**, f***, g***, h***, i***, j***,
k**, l*** m***, n***, o***, p**

---

[1] Rj Associates, Inc., Rural Women in Vocational Education.

Among Steady Career Changers, more high income (72%) than low income (60%) were working. Also, more of those with medium (37%) and high (35%) income than those with low income (17%) were working full-time. Among low income Steady Career Changers there was a slightly larger group working part-time (43%) than either of the other two income groups (30% and 38%). Of the Intermittents, it was only the high income women who had a larger percentage working full-time (20%) than middle and lower income women working full-time (9%). It is possible that women at higher income have less problems with transportation and the purchase of other child care services, thereby making full-time employment and school more feasible.

Table 121.--Employment status, by household income.

Household income	Adult women in vocational education		
		Career changers	
	Reentrants	Steady	Intermittent
Less than $7,500			
Full-time	4.9 [a]	16.9 [a]	10.7
Part-time	13.4 [bc]	42.6 [bd]	26.2 [cd]
Not working	81.7 [ef]	40.4 [eg]	63.1 [fg]
$7,501-$15,000			
Full-time	0.7 [hj]	37.3 [hi]	7.1 [ij]
Part-time	13.6 [k]	30.4 [k]	30.0
Not working	85.7 [lm]	32.3 [l]	62.9 [m]
$15,001 and over			
Full-time	3.0 [no]	34.5 [n]	19.6 [o]
Part-time	8.9 [pq]	37.5 [p]	21.6 [q]
Not working	88.2 [rs]	28.0 [rt]	58.8 [st]

a**, b***, c**, d**, e***, f***, g***, h***, i***, j*, k***, l***, m***, n***, o***, p***, q*, r***, s***, t***

Table 122.--Employment status, by marital status.

Marital status	Adult women in vocational education		
		Career Changers	
	Reentrants	Steady	Intermittent
Single			
Full-time	2.5^{ab}	22.5^{a}	15.7^{b}
Part-time	12.4^{cd}	45.0^{c}	35.5^{d}
Not working	85.1^{ef}	32.3^{eg}	48.6^{fg}
Married			
Full-time	2.4^{hj}	29.4^{hi}	9.0^{ij}
Part-time	10.0^{kl}	34.4^{km}	23.3^{lm}
Not working	87.6^{n}	36.0^{o}	67.6^{no}
Separated, widowed, or divorced			
Full-time	4.3^{p}	26.2^{pq}	11.1^{q}
Part-time	7.8^{r}	26.9^{r}	15.8
Not working	87.9^{st}	46.7^{su}	73.0^{tu}

a^{***}, b^{**}, c^{***}, d^{**}, e^{***}, f^{***}, g^{*}, h^{***}, i^{***}, j^{**}, k^{***}, l^{***}, m^{*}, n^{***}, o^{***}, p^{***}, q^{*}, r^{***}, s^{***}, t^{*}, u^{***}

More Separated, Widowed, and Divorced Career Changers, 47% of the Steadies and 73% of the Intermittents, were not working than single or married women. The proportion of part-time workers by marital status accounts for this difference. Intermittent and Steady single women were more often part-time workers (36% and 45%), than married women (23% and 34%) or Separated, Widowed and Divorced women (16% and 27%).

Many more women with no children were working than women with one or more children among both Steady and Intermittent Career Changers.

Table 123.--Present employment status, by number of children in household.

Number of children	Adult women in vocational education		
	Reentrants	Career Changers Steady	Intermittent
No children			
Full-time	3.9^{ac}	36.1^{ab}	12.5^{bc}
Part-time	11.8^{de}	37.3^{d}	35.8^{e}
Not working	84.3^{fg}	22.5^{fh}	51.8^{gh}
One child			
Full-time	3.6^{i}	27.3^{ij}	11.3^{j}
Part-time	$11,0^{k}$	27.3^{k}	22.6
Not working	86.0^{lm}	45.5^{ln}	66.1^{mn}
Two children			
Full-time	4.1^{o}	21.0^{op}	5.0^{p}
Part-time	8.7^{q}	41.2^{qr}	18.3^{r}
Not working	87.4^{s}	37.8^{st}	76.7^{t}
Three or more			
Full-time	1.8^{uv}	18.8^{u}	14.9^{v}
Part-time	10.0^{w}	40.6^{wx}	19.1^{x}
Not working	88.3^{y}	40.6^{yz}	66.0^{z}

*a***, b***, c*, d***, e***, f***, g***, h***, i***, j*, k**, l***, m**, n*, o***, p**, q***, r**, s***, t***, u***, v***, w***, x*, y***, z****

Table 124.--Present employment status, by age.

Age (in years)	Adult women in vocational education		
	Reentrants	Career Changers Steady	Intermittent
Under 25 years			
Full-time	5.7^{a}	23.8^{ab}	9.7^{b}
Part-time	7.1^{cd}	42.1^{c}	33.9^{d}
Not working	87.1^{ef}	34.1^{eg}	56.4^{fg}
25 - 34 years			
Full-time	2.1^{hi}	27.3^{hj}	11.8^{ij}
Part-time	12.2^{kl}	42.7^{km}	21.2^{lm}
Not working	85.6^{no}	30.0^{np}	67.1^{op}
35 or older			
Full-time	2.4^{qr}	30.8^{qs}	11.3^{rs}
Part-time	11.3^{t}	28.2^{tu}	11.3^{u}
Not working	86.3^{v}	41.0^{vw}	77.4^{w}

*a***, b**, c***, d***, e***, f***, g***, h***, i**, j**, k***, l*, m***, n***, o***, p***, q***, r*, s**, t***, u*, v***, w****

Among Intermittents, fewer older women were working than younger women; particularly among Intermittent Career Changers 35 years of age or older, only 11% were working both part-time and full-time; twice as many women age 25-34 were working part-time, and three times as many women under 25 were working part-time. Similar proportions of the Steady Career Changers under 25 and 25-34 were working part-time, (42%, 43%) and relatively the same percentage full-time (24% and 27%).

Needs

At least one-half of all groups uniformly needed job placement services, except only one-third of Steady Career Changers needed the service. Presumably this is due to their recent experience in the labor force, and their expectation of continuing with their current employers.

Problems

Table 125.--Number of major problems of adult women in vocational education.

Major problems	Adult women in vocational education			
	Reentrants		Career Changers	
	Steady	Intermittents	Steady	Intermittents
None	30.0	23.4	32.4	29.1
1	42.2	37.3	36.9	38.4
2 or more	27.7	39.3	30.7	32.6

More Reentrants Intermittents experienced problems (77%) than all other women (69%). They also had more women who experienced two or more problems (39%), than all other women (30%). The combination of having been out of the labor force, and in irregular work experience prior to that resulted in grave problems for women seeking training.

Table 126.--Number of problems, by class hours in attendance.

Hours in class	Adult women in vocational education	
	Steady	Intermittents
Less than 10 hours		
None	49.5	34.5
1	33.8	38.2
2 or more	16.7	27.3
10 - 24 hours		
None	23.9	16.7
1	43.7	33.3
2 or more	32.4[a]	49.1[a]
25 hours and over		
None	25.7	31.1
1	39.1	41.9
2 or more	35.2	26.9

[a] **

Intermittents had more problems than Steadies among those in school less than ten hours (27% and 17%) and those in school 10-24 hours (50% and 32%). However, Steady women in school full-time (25 hours or more) had more problems than Intermittents (35% and 27%) respectively.

Table 127.--Number of problems, by employment status.

Employment status	Adult women in vocational education	
	Steady	Intermittents
Full-time		
None	39.8	17.6
1	33.7	38.2
2 or more	26.5	44.1
Part-time		
None	27.7	29.3
1	37.2	37.3
2 or more	35.0	33.3
Not working		
None	30.6	28.4
1	41.9	38.6
2 or more	27.6	33.1

There was no major difference between the number of problems experienced by Steady or Intermittents not working and by those working part-time in the labor force. On the other hand, there were differences between women working full-time between Intermittents and Steadies. Steady women are most likely to be able to take full-time employment in stride without its creating undue problems. Eighty-two percent of the Intermittents working full-time had problems compared to only 60% of the Steadies, and 44% of the Intermittents had two or more problems compared to 27% of the Steadies. It is clear that the Intermittents not only have to eliminate their problems associated with less skill development, but also their problems in adjusting to a full-time work schedule.

C. Non-traditional

This is the third study[1] conducted by Rj Associates that examines the differences among women pursuing non-traditional, mixed and traditional vocational programs. The discussion that follows is based on responses from 387 women in non-traditional programs, 396 women in mixed programs and 716 women in traditional programs. This sample permitted a comparison of each group independently, prior to developing the weighted sample of all adult women in postsecondary vocational education which is examined in the remainder of the study.

As we have noted in our Introduction, the change in women's training and employment structure has been so rapid and so recent that longitudinal data are likely to be out of date, particularly with regard to women preparing for non-traditional occupations. Additionally, there exists no large enough sample from any other source that would permit a study of non-traditional and mixed adult women in vocational education, independently from traditional women. It, therefore, seemed essential to include a special examination of non-traditional women in this study of adult women.

Non-traditional women differed from traditional women in many significant areas: the characteristics of the mixed women tended to fall between the two as has been observed in the prior studies.

Table 128.--Type of training of adult women in postsecondary vocational education.

Type of training	Adult women in postsecondary vocational education				
	Reentrant Never Worked	Reentrant Steady	Reentrant Intermittent	Career Changer Steady	Career Changer Intermittent
Non-traditional	8.5	6.3	6.1[a]	9.1	14.6[a]
Mixed	17.5	26.8	34.2	29.3	33.9
Traditional	74.0	67.0[b]	59.7	61.7	51.5[b]

a***, b***

---

[1] Rj Associates, Inc.,"A Study of the Factors of Influencing the Participation of Women in Non-traditional Occupations in Postsecondary Area Vocational Training Schools" 1976, "Women in Non-traditional Vocational Education in Secondary Schools," 1978.

The largest group of non-traditional women were Intermittent Career Changers. Fifteen percent of this group selected non-traditional training. The Career Changers who had been in the labor force steadily were the next largest group of non-traditional women (9%). Together these two groups accounted for 70% of all non-traditional women in the sample. These two classifications account for 60% of all women.

These data are important to consider in the development of programs which counsel and recruit women into non-traditional training and employment. Many of the outreach programs designed to assist women to enter non-traditional occupations are geared specifically for reentering women or women who have never worked. If women in vocational education reflect characteristics of all women, then outreach programs that focus primarily on women who have not been in the labor force for some time or who have never been in the labor force, are ignoring the largest group of women who are most likely to be interested in non-traditional programs, i.e., those presently in the labor force, the Career Changers.

Thirty-four percent of the Career Changers and Reentrants who had worked intermittently and 29% of the Career Changers who worked steadily prior to entering vocational education, were enrolled in mixed training. The two groups with the largest proportions of women in traditional training were the women who had never worked (74%) and the Reentrants who worked steadily prior to leaving the labor force for an extended period (67%). Thus while 70% of non-traditional women were Career Changers, 63% of mixed and 56% of traditional women were Career Changers.

Demography

The demographic differences between non-traditional, mixed and traditional women were substantial. They differed in age, marital status, family responsibility and geographic distribution.

Age

Table 129.-- Age distribution, by type of training.

Age (in years)	Adult women in postsecondary vocational education			
	Total	Non-traditional	Mixed	Traditional
Under 25 years	28.8^{no}	36.5^{ab}	23.2^{a}	26.9^{b}
25-34 years	37.9^{mn}	38.7	34.1	39.6
35 or older	33.3^{mo}	24.8^{ce}	41.3^{cd}	33.5^{de}

a***, b**, c***, d*, e** - m*, n***, o*

Thirty-seven percent of the non-traditional women were under 25 years of age whereas 27% of traditional women and 23% of mixed women are so young. Women in mixed training were the oldest group with 41% who were 35 years of age or older.

The age of these mixed women can be explained partially by two factors. Fifty-eight percent of mixed women in the sample were in two major training classifications, accounting and computing occupations, and business data processing. These fields are expanding and changing rapidly due to the technological advancements occurring in data processing and their application to accounting procedures. Therefore, in order to keep their skills current, older workers may have to return to school. Also, some women are transitioning from traditional clerical positions into these occupations in order to increase their earnings capacity and their opportunity for upward mobility and have therefore returned for retraining. In both cases, these tend to be older women.

The age distribution of traditional women is similar to the age distribution of the total sample of women in vocational education.

Racial/Ethnic Characteristics

Non-traditional women represent the largest group of minority women of the three training groups. Eighteen percent of non-traditional, 15% of traditional and 8% of mixed women were of minority groups.

Table 130.--Racial/ethnic characteristics of adult women in postsecondary vocational education.

Race/ethnic group	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
White	80.6 ^{a}	91.9^{ab}	84.6 ^{b}
Black	14.0 ^{c}	4.1^{cd}	10.6 ^{d}
Hispanic	2.3	1.5	2.2
Asian	0.8	2.0	1.4
Indian	1.6	0.5	1.1

a^{***}, b^{***}, c^{***}, d^{***}

In a previous study of women in postsecondary vocational education[1/] a much larger proportion of mixed students were minority (12%). Much of the minority group was, however, under the age of 21.

Marital Status and Children

The majority of mixed (60%) and traditional women (56%) were married while the majority of non-traditional students were never married, separated, widowed or divorced (63%).

Table 131.--Marital status of adult women, by type of vocational education.

Marital status	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Single	32.6 ^{ab}	15.9 ^{am}	20.2 ^{bo}
Married	36.5 ^{cd}	60.1 ^{cmn}	56.3 ^{dop}
Separated, widowed or divorced	30.7 ^{ef}	24.0 ^{en}	23.5 ^{fp}

a^{***}, b^{***}, c^{***}, d^{***}, e^{*}, f^{*} - m^{***}, n^{***}, o^{***}, p^{***}

Although only 37% were married, fifty-six percent of the non-traditional women had children compared to 66% of mixed and 68% of traditional women. Since many fewer non-traditional women were married, more of non-traditional women were heads of household with children (30%) compared to 19% of mixed women and 23% of traditional women.

1/ Rj Associates, Inc., "Women in Non-traditional Vocational Education in Secondary Schools," 1978.

Table 132.--Household status of adult women, by type of training.

Household status	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Head with children	30.1[ab]	19.2[an]	23.0[bp]
Married with children	25.8[cd]	47.0[cn]	44.8[dp]
Head with no children	32.9[em]	19.7[eo]	19.9[q]
Married with no children	11.2[m]	14.0[o]	12.4[q]

a***, b*, c***, d***; e*** - m***, n***, o*, p***, q*

Fewer non-traditional women had children, (56%), and among those with children, fewer had three or more (26%). A slightly smaller percentage had children under six years of age than other women (36% of non-traditional compared to 34% of mixed and 37% of traditional women).

Table 133.--Presence of children of adult women, by number of children.

Presence of children	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
	Children living in household		
Yes	55.6[ab]	66.2[a]	68.0[b]
Number in household	Adult women with children		
1 child	36.0	30.2	28.5[n]
2 children	37.9[m]	37.9	38.5[n]
3 or more children	26.0[m]	31.8	32.9

a**, b*** - m*, n**

Table 134.--Presence of children under six years of age of adult women.

Presence of children under six	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Children under six	35.7	33.6	36.8

Table 135.--Household income of adult women, by type of vocational education.

Household income	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Less than $7,500	47.6^{acm}	28.2^{abo}	38.3^{bcp}
$7,500-$15,000	27.2^{m}	31.2^{n}	29.5^{p}
$15,001 and over	25.2^{df}	40.6^{deno}	32.2^{ef}

a^{***}, b^{**}, c^{**}, d^{***}, e^{**}, f^{*} - m^{***}, n^{*}, o^{***}, p^{**}

Nearly half (48%) of the non-traditional women lived in households with incomes below $7,500 annually compared to 28% of mixed women and 38% of traditional women. This was due in part to the larger percentage of unmarried women among the non-traditionals who did not have a husband to contribute to household income, as well as the higher participation of young and Black women, who, when they were working, were likely to be earning less pay. Mixed women were the most affluent, with 41% living in a family with an income over $15,000.

Women who enter non-traditional occupations are a very select group of women. The percent of women who enter non-traditional occupations is still a very small percentage of all women (about 9% at the postsecondary level). Because the demands of succeeding in a non-traditional occupation are so great, women who enter and remain there tend to be those who have comparatively strong commitments. The stronger commitments are often among low income women who need or want the higher paying jobs, and who do not have a preference for a particular job except that it pays well. These groups obviously include relatively large numbers of female heads of households and minorities.

Some women develop their strong commitments out of their interest in non-traditional tasks. These women are generally young, single and often have participated in a postsecondary academic program, or are very dissatisfied with their prior work.

Prior Education

High School and Postsecondary

In general, the adult women in vocational programs were high school graduates; 82% of women who were in traditional and non-traditional programs had graduated from high school and 87% of mixed women were high school graduates.

Table 136.--High school completion of adult women in postsecondary education.

High school completion	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
High school graduate	82.2^{m}	86.4^{o}	81.7^{p}
Equivalency	12.1^{mn}	8.1^{ao}	14.2^{apq}
Did not complete high school	5.7^{n}	5.6	3.9^{q}

a^{**} - m^{***}, n^{**}, o^{***}, p^{***}, q^{***}

There were few differences in the type of curriculum in which the non-traditional, mixed, and traditional students were enrolled while they were in high school.

Table 137.--Major high school curriculum of adult women in postsecondary vocational education.

High school curriculum	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Academic	34.7^{mn}	35.8^{op}	33.9^{qr}
Vocational education	17.3^{n}	17.7^{p}	17.7^{r}
General education	48.0^{m}	46.5^{o}	48.3^{q}

m^{***}, n^{***}, o^{**}, p^{***}, q^{***}, r^{***}

Only a small percentage of the adult women had been in vocational education when they were in high school, approximately 17%. Among the women who had been in high school vocational programs, 69% of women presently in non-traditional training had been in a traditional program, as well as 80% of the mixed and 93% of traditional women. An extraordinary 17% of the women currently enrolled in non-traditional training, who had been in vocational education in high school, had been enrolled in a non-traditional program in high school. Although this is based on a very small sample of women it reinforces current hypotheses that early exposure to non-traditional tasks will stimulate women's interest in these occupational areas. More women in mixed training (20%) had also been enrolled in mixed training while they were in high school.

Table 138.--High school vocational education, by type of training.

Type of vocational education	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
In vocational education curriculum	17.3	17.7	17.7
Non-traditional	16.9	----	0.6
Mixed	13.6	19.9	6.7
Traditional	69.4	80.1	92.7

Table 139.--Years between last high school attendance and entrance into postsecondary education.

Years between high school and postsecondary	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
None	50.8	49.1	48.5
1-3 years	21.8	17.0	19.3
4-5 years	6.7	8.5	4.9
6-10 years	8.4	7.3	11.8
11 or more	12.3	18.2	15.4

Almost half of all women who went to a postsecondary school prior to their present enrollment went immediately following high school and two-thirds or more who attended another postsecondary school did so within three years. A larger proportion of mixed and traditional women waited six or more years.

Slightly more non-traditional women attended other postsecondary schools than mixed or traditional women. However, 75% of all non-traditional women and 80% of traditional women either did not attend or did not complete their programs. Most of those who completed had been enrolled in a one-year program.

Table 140.--Postsecondary attendance of adult women, by number of years attended or degree received.

Number of years or degree received	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Did not attend	51.7[m]	57.1[n]	56.6[o]
Did not complete	23.3[m]	19.9[n]	23.9[o]
Sub total	75.0	77.0	79.6
Completed			
1 year	12.7	13.6	14.7
2 year	6.5[a]	1.8[a]	1.3
BA-BS or graduate school	5.9	7.6[b]	4.5[b]

a**, b* - m***, n***, o***

Of those who did attend other postsecondary education, more than half of the non-traditional (54%) and mixed women (53%) attended an academic program compared to 46% of traditional women. Many of them entered their other postsecondary program shortly after they left high school.

Table 141.--Other postsecondary education attended, by adult women who are now enrolled in traditional training.

Type of other education	Adult women with other postsecondary education		
	Non-traditional	Mixed	Traditional
2-4 Academic	53.7	53.0	46.3^{m}
Vocational education, job training, etc.	46.3	47.3	54.0^{m}

m^{*}

Considering that so many of the women enrolled in other postsecondary education shortly after high school did not complete the programs yet felt the need for further education, it is possible that they made decisions which did not adequately reflect their interests, abilities, or income needs.

Table 142.--Women who completed another postsecondary education.

Completion	Adult women with other postsecondary education		
	Non-traditional	Mixed	Traditional
Completed	55.3^{m}	59.1^{n}	52.3
Did not complete	44.7^{m}	40.9^{n}	47.7

m^{*}, n^{***}

With that large a percentage who did not complete, and with so many feelings the need for further programs, and since so many attended so shortly after completing high school, it is possible that career choices were made which did not adequately match the interests and abilities of the women; or their need of an adequate income.

One-third of the women currently in traditional programs who had previously attended another postsecondary program had been in business programs. Forty-five percent (45%) had been in the health occupations (which are programs generally not available in high school). Almost half of the women now in mixed programs who attended another postsecondary program had taken a business course. Of the women currently in non-traditional programs who attended another postsecondary program, 36% had been in business and 29% had been in agriculture, technical or trade and industrial.

Table 143.--Broad classification of other postsecondary vocational education, by type of training.

Other postsecondary schools	Adult women with other postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Agriculture, Technical and trade and industry			
Non-traditional	17.5	7.1	3.0
Mixed	5.0	6.2	3.8
Traditional	6.7	5.3	7.3
Distributive education			
Mixed	13.3	8.0	1.7
Traditional	0.8	0.1	0.0
Home economics			
Mixed	--	3.5	--
Traditional	7.5	6.2	6.4
Health			
Mixed	2.5	0.9	3.8
Traditional	11.7	15.9	41.1
Business			
Non-traditional	3.3	4.4	3.0
Mixed	10.0	17.7	3.0
Traditional	22.5	23.9	27.1

Table 144.--Enrollment in other postsecondary vocational education program

Type of other postsecondary training	Adult women with other postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Non-traditional	20.8	11.5	6.5
Mixed	30.8	36.3	11.0
Traditional	48.3	52.2	81.9

Eighty-two percent of women who were presently in traditional training were in traditional training in their previous postsecondary program. Of the mixed, 52% had been in traditional programs and 36% in mixed. For non-traditional, 48% had been in traditional programs and 31% in mixed. What is most surprising is the relative percentages of women in all three groups who had been enrolled in non-traditional training in their other postsecondary experience (21% non-traditional, 12% mixed and 7% of traditional), a much higher percentage than one would have expected of any random group attending a postsecondary vocational education program.

Current Program

Table 145.--Years between last high school attendance and current program.

Years between high school and current program	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
0-4 years	26.7 a	17.0 a	17.4
5-10 years	30.9 b	23.8 bc	32.7c
11 or more	42.4 d	59.2 de	49.9e

a***, b**, c**, d**, e**

There was a marked difference in the length of time that mixed women waited to enter their current program. Twenty-nine percent (29%) of mixed women compared to 14% of the non-traditional waited 21 or more years following high school before they enrolled. Almost 30% of all three groups waited from eleven to twenty years. Only 18% of non-traditional women, 12% of traditional women and 10% of mixed women returned to their current program within three years. Based on the negative experience of those who enrolled in the other educational programs, many of whom entered within three years of completing high school, this greater length of time augurs well for the success of this effort. The longer waiting period may have improved their decision-making and provided them the opportunity to think through what they hoped to gain from their postsecondary enrollment.

Table 146.--Length of current program.

Length of current program (in months)	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
1-6 months	11.0 a	28.0ab	17.2 b
7-12 months	19.2 d	24.6 c	42.3 cd
13-18 months	9.1	10.1	11.5
19 or more	60.6 eg	37.2 ef	28.0 fg

a***, b***, c***, d***, e***, f**, g***

Almost all women were in current programs for one or two years' duration. A larger proportion of traditional women (60%) and 34% of mixed women attended for one year or less, but only 30% of non-traditional women would be able to complete in one year, and most (61%) would not complete for two years. The majority of women entering non-traditional training were therefore, making a major commitment of time and effort.

Table 147.--Number of hours presently enrolled in current program.

Total hours per week	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Less than 10 hours	24.9^{m}	30.9^{a}	16.6^{ao}
10-24 hours	37.6	37.4^{b}	30.5^{bno}
25 or more	37.6^{cm}	31.7	52.6^{cn}

a^{***}, b^{*}, c^{***} - m^{***}, n^{***}, o^{***}

More than half (53%) of traditional women were enrolled full-time in their present program, compared to 38% of non-traditional women. Twenty-five percent of non-traditional women were enrolled for ten hours or less compared to only 17% of traditional women; most of the traditional women were enrolled during the day.

Table 148.--Class hours per week before 3 p.m.

Hours before 3 p.m.	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
None	29.6^{a}	27.0^{b}	12.7^{abm}
1-9 hours	10.9	11.0	9.1
10-24 hours	31.0	32.9^{c}	29.4^{cm}
25 or more	28.5	29.1	48.7

a^{***}, b^{***}, c^{***} - m^{***}

More non-traditional (30%) and mixed (27%) women had no daytime program (before 3 p.m.) compared to traditional women (13%). Almost one-half (49%) of the traditional women carried 25 or more hours during the day compared to 29% of other women. Comparing total hours with hours before 3 p.m., 9% of the non-traditional women enrolled in school full-time were in school both before and after 3 p.m. compared to 4% of the traditional women and 3% of mixed.

Table 149.--Class hours per week after 3 p.m.

Hours after 3 p.m.	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
None	45.5^{am}	58.8^{abn}	67.5^{bo}
1-9 hours	39.0	36.7^{c}	28.2^{c}
10 or more	15.5^{md}	4.5^{dn}	4.2^{o}

a***, b**, c**, d*** - m***, n***, o***

Fifty-five percent of all non-traditional women spent some time in school in the evening compared to 41% of the mixed and 32% of the traditional.

Seventy-two percent of the traditional women were in school five days a week compared to only 59% of the others. Twenty-six percent of the mixed women, many of whom were working full-time, were in school only one to two days.

Summary

Table 150.--Class days per week

Class days	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
1-2 class days	20.2^{m}	26.4^{an}	13.2^{ao}
3-4 class days	20.4^{b}	14.7^{b}	15.1
5 or more	59.4^{cm}	58.9^{n}	71.7^{co}

a***, b*, c*** - m***, n***, o***

Traditional women went to school predominantly full-time (more than 25 hours), five days a week, attending during the day; only one-third attended in the evening and that was mainly for less than ten hours. Fewer non-traditional women attended five days a week, and more than half had some evening classes (55%). An equal number of non-traditional women attended from 10 to 24 hours as attended full-time.

Part of the reason that so large a percentage of non-traditional women attended school in the evening, compared to other women, may have been that the programs that are non-traditional are offered mainly for men and are at their convenience. Thus, women who desire non-traditional programming must attend in the evening.

Mixed women had a more varied class hours pattern than non-traditional or traditional women. Mixed women were similar to non-traditional in number of days per week, and their day hours, but most had no evening classes, and more were attending less than twenty-five hours a week.

Table 151.--Broad classification of current vocational programs

Broad Classification	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Agricultural	5.7	4.5	---
Technical	26.1[ab]	0.8[a]	0.3[b]
Trade and Industry	53.1[c]	5.4[cd]	1.8[d]
Distributive education	0.0	23.2[e]	0.3[e]
Home Economics	0.0	3.4	5.6
Health	0.3[f]	4.8[fg]	57.6[g]
Business	14.8[h]	57.8[hi]	34.3[i]

*a***, b***, c***, d***, e***, f***, g***, h***, i****

The major areas in which non-traditional women were enrolled were trade and industrial (52%), technical (25%) and in business (14%). Fifty-eight percent (58%) of the mixed women were in business and 23% in distributive education. Although the clerical occupations were the largest employer of women, 57% of women presently pursuing traditional training were enrolled in the health occupations, and only 35% were in business. Many women currently in mixed business training had been employed in traditional clerical occupations. We can presume that they are seeking to gain additional training in order to upgrade their skills and increase their employment mobility and earning capacities. Proportionately more mixed women (58%) were enrolled in business programs than were traditional women (35%). On the other hand, 57% of the traditional women were in health occupations. There are few programs at the high school level to prepare women for employment in health occupations and there are relatively few women enrolled nationally in the mixed health occupations. One can assume that the women enrolled in the health occupations were for the most part entering this occupation without being aware of the different procedures for upgrading, and therefore the limited opportunity for advancement.

Eighty-three percent of the women currently enrolled in non-traditional were in trade and industrial, technical and agriculture, compared to only 18% who were so enrolled while they were in the other postsecondary school.

Fifty-eight percent of mixed women were now in business training, whereas only 18% were enrolled in mixed business in other postsecondary education. Twenty-three percent of mixed were now in distributive education while only 8% were so enrolled in their prior educational experience. The 57% now enrolled in traditional health programs can be compared to the 41% who were in health programs in other postsecondary school.

Many women enrolled in the current program had, therefore, invested heavily in increasing their skills for upgrading, but upgrading for those enrolled in the health programs was from one traditional program to another traditional program, whereas a large group of women in business moved from traditional to mixed programs.

Working

a. In High School

Approximately one-half of the adult women had been employed during high school.

Table 152.--Employment status after high school

Employment status	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Full-time	39.5^{am}	35.1^{no}	32.6^{apq}
Part-time	14.5^{m}	13.7^{n}	13.5^{p}
Not working	46.0^{b}	51.3^{o}	53.9^{bq}

$a^*, b^* - m^{***}, n^{***}, o^{***}, p^{***}, q^{***}$

Few students were employed in related occupations while in high school; somewhat more of the students currently in traditional occupations were so employed, but not significantly higher than those in mixed or non-traditional training.

Thirty-nine percent of the adult women presently in non-traditional programs worked full-time following high school compared to 32% of the women in traditional programs. Approximately 15% of the women in each category worked part-time following high school.

b. Immediately after High School

More non-traditional women also were in school at this time, since 35% of non-traditional women attended other postsecondary school immediately after high school or within three years of high school graduation.

Over half of mixed (58%) and traditional women (57%) were working during their other postsecondary training, but more non-traditional worked (66%). The difference in percentage of those in jobs related to their studies was slight (38%, non-traditional; 43%, mixed and 45%, traditional).

Table 153.--Employment during other postsecondary education.

Employment status	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Employed	66.3 [a]	57.6	56.8 [a]
In related job	38.6	43.1	44.6

[a] *

Present Employment

Many more non-traditional women (49%)were presently working compared to traditional women (37%) The commitment to work by non-traditional women seemed an important factor that affected their decision-making.

Table 154.--Present employment status and relationship of job training.

Employment status	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Employed	48.6	43.9	36.6
Job is related	52.4	56.1	64.1

The differential between the non-traditional and traditional employment was particularly marked between those in full-time employment (21% of non-traditional and 11% of traditional women). There was little difference between the percentages in part-time employment. However, of those employed, more traditional women (64%) worked in related occupations than non-traditional women (52%).

Motivation

The reasons the women gave for returning to school varied greatly between the non-traditional and traditional women.

More non-traditional women returned to school to learn a New Skill or Occupation (63%) than did traditional women (53%) and to explore a New Occupation (34% of non-traditional compared to 24% of traditional). And many more non-traditional women (44%) were motivated by dissatisfaction with their prior job than were traditional women (27%).

Thus, the picture emerges of non-traditional women who are moving away from a less satisfactory job situation and in search of a new occupation and new skills. Traditional women seemed to be moving less away from an unsatisfactory situation than toward a more secure, satisfactory, useful situation as they perceived it. A large proportion of both non-traditional (38%) and traditional (41%) women desired to increase their family income through their return to school. Similar proportions of each (13% and 11%) had returned in part because they were recently separated, widowed, or divorced.

Table 155.--Motivation for returning to school

Motivation	Adult women responding factor motivated their return to school		
	Non-traditional	Mixed	Traditional
Wanted something useful to do	28.6	29.8	37.3
Wanted to explore a new occupation	34.4	31.6	24.1
Wanted to learn a new skill or occupation	62.9	59.3	53.3
Was recently widowed/separated or divorced	13.0	12.7	10.6
Wanted to increase family income	37.8	40.5	41.4
Children now in school, or no longer dependent	10.7	17.6	19.4
Had opportunity for job if had the skills	12.0	13.2	12.0
Needed more skills for promotion	13.3	12.7	11.0
Wanted more job security	24.0	23.4	29.4
Was dissatisfied with prior job or type of job	43.9	29.5	27.3
Other (or to further explain any of the above)	23.7	18.0	21.1

Non-traditional women had a greater need for Job Placement (57%) than traditional women (41%); Financial Assistance (45%) compared to 30% of mixed women; more Job Search Skills (37%) compared to traditional women (28%). Mixed women indicate a greater need for Tutoring perhaps because they had been away from school for longer than women in other training.

Needs

Table 156.--Individual needs of adult women in postsecondary vocational education.

Individual needs	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
Need job placement assistance	56.6^{amop}	52.0^{bq}	41.3^{abuv}
Need financial assistance	45.2^{cemn}	30.1^{cdqr}	37.7^{det}
Need job search skills	36.7^{fo}	34.8^{s}	27.5^{fu}
Need refresher course/ tutoring	32.7^{p}	39.4^{r}	34.4^{v}
Need part-time work	30.0^{gn}	27.3^{s}	23.5^{gt}

a^{***}, b^{***}, c^{***}, d^{*}, e^{*}, f^{**}, g^{*} - m^{**}, n^{***}, o^{***}, p^{***}
q^{***}, r^{*}, s^{*}, t^{***}, u^{***}, v^{*}

Problems

Table 157.--Major problems of adult women.

Major problems	Adult women in postsecondary vocational education		
	Non-traditional	Mixed	Traditional
None	26.1^{a}	35.4^{a}	29.9
1	35.7	34.3^{b}	41.1^{b}
2 or more	38.2^{c}	30.3^{cd}	29.0^{d}

a^{**}, b^{*}, c^{*}, d^{**}

The percentage of women with two or more problems is higher for non-traditional women (38%) than for traditional (29%) or mixed women (30%). Women have many problems with which they must cope--non-traditional women have all these problems, plus the difficulties that follow moving into a new occupation. Many of the problems which adult women have cannot be resolved by outside agencies or schools. Some of the problems of women are outside of the purview of this study but for those problems associated with entry into non-traditional training and employment there is much that a program or school can do to make a woman more at ease with her surroundings, less subject to negative behavior by teachers or men in her classes, and more supported by job placement efforts.

Appendix A--Racial/Ethnic Profile

The racial/ethnic composition of the Reentrants and Career Changers was nearly identical. Eighty-six percent of Reentrants and 87% of Career Changers were White, and 9% of each group were Black. Hispanic, Asian, and Native American women together accounted for 5% of both the Reentrants and Career Changers groups.

Table A-1.--Racial/ethnic composition of adult women in vocational education.

Race/ethnic group	Adult women in vocational education	
	Reentrants	Changers
White	86.1	86.5
Black	9.3	9.0
Hispanic	1.7	2.3
Asian	1.3	1.7
Indian	1.5	0.6

Income

Sixty-five percent of all Black women in the sample had household incomes less than $7,500. This included 71% of the Black Reentrants and 61% of the Black Career Changers.

Table A-2.--Household income, by race.

Race	Adult women in vocational education	
	Reentrants	Changers
White		
Under $7,500	28.4 [a]	36.8 [a]
$7,501 - $15,000	32.0	29.1
$15,001 and over	39.6	34.2
Black		
Under $7,500	71.4	62.1
$7,501 - $15,000	19.0	18.2
$15,001 and over	9.5	19.7

[a] **

Age

Among all adult women in the sample, Career Changers in each racial/ethnic group were younger than their Reentrant counterparts. However, among the Black women the age differences were much smaller. Among Whites, 15% of Reentrants and 33% of Career Changers were under 25; among Blacks 33% of Reentrants and 39% of Career Changers were under 25.

Table A-3.--Age distribution of adult women, by race.

Race	Adult women in vocational education	
	Reentrants	Changers
White		
Under 25 years	14.8 [a]	32.7 [a]
25 - 34 years	39.4	36.5
35 or older	45.5 [b]	30.8 [b]
Black		
Under 25 years	32.7	39.2
25 - 34 years	45.4	37.8
35 or older	21.8	24.3

a***, b***

Marital Status

Marital status differed among the racial groups. Among Reentrants one-half as many Blacks were married and three times as many were single as were Whites. Sixty-seven percent of White and 31% of Black Reentrants were married.

Table A-4.--Marital status of adult women, by race

Race	Adult women in vocational education	
	Reentrants	Changers
White		
Single	10.6[a]	22.8[a]
Married	67.7[b]	52.9[b]
Separated, widowed, divorced	21.4	24.4
Black		
Single	34.6	32.8
Married	30.8	32.4
Separated, widowed, divorced	32.7	29.4

a***, b***

One and a half times as many Black Reentrants were separated, widowed, or divorced (33%) compared to White Reentrants (21%). Among Career Changers, although the differences were smaller, a larger percentage of Black Career Changers (66%) were not married than of White Career Changers (57%).

Household Status

Household status varied considerably among these groups. Among Whites, 19% of Reentrants and Career Changers were heads of household with children. However, among Blacks, more Reentrants (65%) than Career Changers (47%) were heads of household.

Table A-5.--Household status of adult women, by race.

Race	Adult women in vocational education	
	Reentrants	Changers
White		
Head with children	19.0	19.3
Head no children	13.2[a]	27.8[a]
Married with children	58.5[b]	37.5[b]
Married no children	9.2[c]	15.3[c]
Black		
Head with children	63.5	47.8
Head no children	5.8	19.4
Married with children	26.9	20.9
Married no children	3.8	11.9

[a]***, [b]***, [c]**

Among Blacks the largest group of women were heads of household with children. This factor alone can account for much of the very large difference in household income among Black and White women in the sample.

Metro Status

The residency of Blacks differed from that of the Whites. While 59% of White Reentrants lived in metro areas, 82% of Black Reentrants lived in metro areas. A similar situation existed for Career Changers; a larger proportion of Black Career Changers (79%) lived in metro areas compared to Whites (63%).

Table A-6.--Location of adult women, by race.

Race	Adult women in vocational education	
	Reentrants	Changers
White		
Metro	59.5	63.1
Non-metro	40.5	36.9
Black		
Metro	82.1	78.8
Non-metro	17.9	21.3

The fact that one-quarter of all Blacks lived in non-metropolitan areas in 1970 suggests that adult Black women in non-metropolitan areas were reasonably represented in vocational education programs.

Table A-7.--Women with children, by race.

Race	Adult women in vocational education	
	Reentrants	Changers
White	77.5^a	56.7^a
Black	85.7^b	65.8^b

a^{***}, b^{*}

Women with Children

Among adult women in vocational education, a larger proportion of Reentrants (80%) than Career Changers (53%) had children. Eighty-six percent of Black Reentrants compared to 65% of Black Career Changers had children.

Appendix B--Metropolitan/Non-metropolitan Profile

Metro Status

The metro/non-metro residency of the Reentrants and Career Changers was similar. Sixty percent of Reentrants and 64% of Career Changers lived in metro areas. However, the characteristics of the women in these areas were different.

Age

The age distribution of Reentrants between the metro and non-metro areas was similar, as was the age distribution of the Career Changers between the metro and non-metro areas.

Table B-1.--Age distribution of adult women, by location.

Location	Adult women in vocational education	
	Reentrants	Changers
Metro		
Under 25 years	17.5[a]	34.6[a]
25-34	38.2	36.6
35 or older	44.0[b]	28.8[b]
Non-metro		
Under 25 years	15.4[c]	33.6[c]
25-34	44.1	35.9
35 or older	40.1[d]	30.3[d]

a***; b***, c***; d*

In both the metro and non-metro areas the Career Changers were considerably younger. One-third of the Career Changers were under twenty-five years of age compared to less than 18% of the Reentrants. Only 30% of Career Changers were 35 years of age or older compared to over 40% of the Reentrants in each area.

Marital Status

Marital status of Reentrants in metro and non-metro areas was similar. However, there were proportionately more married and more separated, widowed and divorced non-metro Career Changers (82% compared to 72%). Thus, the proportion of single women in non-metro areas (18%) was considerably lower than that of women in metro areas (28%).

Table B-2.--Marital status of adult women, by location.

Location	Adult women in vocational education	
	Reentrants	Changers
Metro		
Single	14.0 a	28.2 a
Married	62.8 b	48.5 b
Separated, widowed, divorced	23.2	23.3
Non-metro		
Single	11.2c	18.0c
Married	66.5d	55.1d
Separated, widowed, divorced	22.3	26.9

a***, b***, c*, d*

Household Status

Reentrants in metro and non-metro areas had similar status in their households. Approximately 55% of the Reentrant women were married with children and slightly less than 25% were heads of household with children. The remaining one-fifth of the Reentrants were without children.

Table B-3.--Household status of adult women, by location.

Location	Adult women in vocational education	
	Reentrants	Changers
Metro		
Head with children	25.1	20.5
Head no children	12.3 a	31.1 a
Married with children	55.7 b	33.0 b
Married no children	6.9 c	15.5 c
Non-metro		
Head with children	21.8	24.3
Head no children	12.0 d	20.7 d
Married with children	54.2 e	41.6 e
Married no children	12.0	13.4

a***, b***, c***, d*, e**

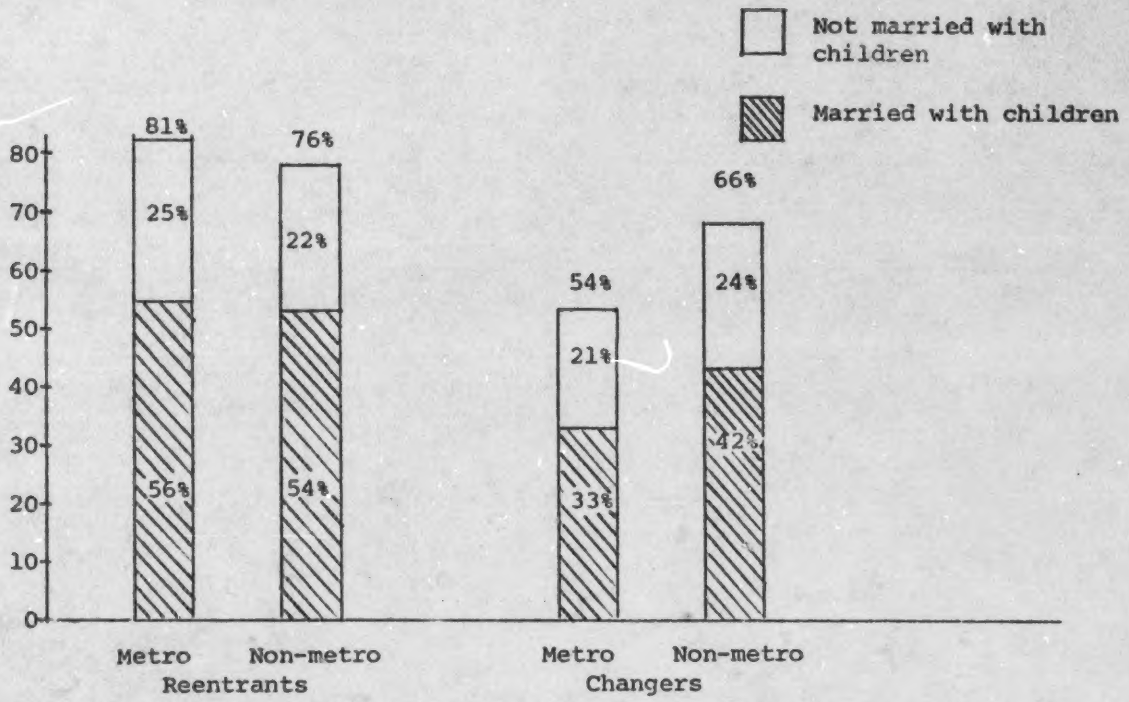
Among Career Changers, however, more women in non-metro areas were married with children (42%) than women in metro areas (33%), and fewer were heads of household without children.

This was surprising since although we might expect the proportion of married women in the non-metro areas to be higher than in the metro areas, we would expect it to be higher for Reentrants as well as Changers.

Children

As was true in the overall sample, a higher percentage of Reentrants than Career Changers had children in both the metro and non-metro areas. Among Reentrants, more metro women (83%) had children than did non-metro women (75%). The exact opposite was true for the Career Changers--more non-metro women (66%) had children than metro women (54%).

Chart K.--Presence of children, by household status and location.



This difference was largely a result of a higher proportion of married non-metro Career Changers who had children (42%) compared to married metro women who had children (33%). In the metro areas the Career Changers and Reentrants were much less similar than in the non-metro areas. In the non-metro areas there was only a nine percentage point difference between Reentrants and Career Changers with children, compared to the metro areas where nearly 30 percentage points separated the two. Nearly half of the Career Changers in the metro areas had no children.

Table B-4.--Women with children, by location.

Location	Adult women in vocational education	
	Reentrants	Changers
Metro		
With children	82.8[a]	53.6[a]
No children	17.2[b]	46.4[b]
Non-metro		
With children	75.2[c]	66.2[c]
No children	24.8[d]	33.8[d]
Metro		
Married with spouse, children	55.9	33.0
Not married with children	26.9	20.6
Non-metro		
Married with spouse, children	54.0	41.6
Not married with children	21.2	22.6

*a***, b***, c*, d**

Age

The fact that the age distribution of the Career Changers in metro and non-metro areas was similar and that proportionately more non-metro than metro Career Changers were married (55% and 49%) and more had children (66% and 54%) suggests the likelihood that women in non-metro areas marry younger and have their children earlier.

Table B-5.--Years between last high school attendance and birth year of first child, by location.

Location	Adult women in vocational education	
	Reentrants	Changers
Metro		
0-1 year	26.6	29.7
2-5 years	44.5	49.7
6 and over	28.8	20.6
Non-metro		
0-1 year	39.9	43.6
2-5 years	37.3	43.6
6 and over	22.8	12.8

The fact that non-metro women in the sample had their children earlier is shown in Table B-5. Forty-four percent of the non-metro Career Changers and 40% of the non-metro Reentrants had their children within one year of leaving high school. In metro areas less than 30% of these women had their children so soon after leaving high school.

Income

A larger proportion of women in metro areas had high incomes than did women in non-metro areas. Among Reentrants 39% of the metro women and 33% of the non-metro women had household incomes greater than $15,000. Among Career Changers 35% of metro but only 27% of non-metro women had such household incomes. A larger proportion (42%) of the Career Changers in the non-metro areas had household incomes of less than $7,500.

Table B-6.--Household income, by location.

Location	Adult women in vocational education	
	Reentrants	Changers
Metro		
Under $7,500	31.5	37.5
$7,501-$15,000	29.0	27.2
$15,001 and over	39.3	35.1
Non-metro		
Under $7,500	34.5	41.5
$7,501-$15,000	31.8	31.8
$15,001 and over	32.7	26.6

Thus for Reentrants the characteristics of age, marital status and household status were nearly similar for metro and non-metro women. Non-metro women had their children earlier and a slightly smaller proportion had children. The household income for non-metro women was slightly lower. Career Changers exhibited a much greater difference between the metro and non-metro areas. Only their age distribution was similar. Proportionately more non-metro Career Changers were married, more had children, more had their children soon after leaving high school, and more lived in low income households.

Appendix C -- Methodology

Our universe was defined as that of all adult women 21 years of age or older in postsecondary education who were preparing for work. In order to sample from this group, we included only those persons attending postsecondary Area Vocational Technical Schools (AVTS) in our sampling frame. These schools have the express purpose of preparing students for work. Other postsecondary vocational programs not only prepare students for work, but also enroll students in their vocational courses who wish only to obtain a particular skill (e.g., typing) for personal reasons rather than to prepare for work in that occupation.

From the Directory of Area Vocational Education Schools, Fiscal Year 1975,[1/] the names and addresses of approximately 1,200 postsecondary and adult preparatory AVTS nation-wide were obtained. Letters were mailed to these schools requesting their participation in our study. These letters briefly explained the importance of the study, the type of information we expected to obtain, and the methodology we would use to collect the data. After the second mailing of the request letter, 161 schools from 44 states had indicated their willingness to participate in our study and designated a person to distribute the survey instruments.

Since women in non-traditional training are few in number, they enroll in any particular school or course sporadically over time. In any given semester a school might have one or two or no women who want to take a non-traditional course, e.g., carpentry or auto mechanics. Therefore, in order to maximize the number of non-traditional women to be contacted, it was necessary to request current enrollment data for non-traditional women.

Although women participate in mixed and traditional courses more consistently from one semester to the next, most schools do not teach more than three or four of the mixed or the smaller size traditional programs.

Since we were unable to obtain more than a partial list of the locations of the mixed and traditional training offered in our participating schools, we also requested enrollment data from the schools for women in mixed and traditional courses.

1/ Directory of Area Vocational Education Schools, Fiscal Year 1975, Bureau of Occupational and Adult Education, Office of Education, DHEW.

One hundred schools returned enrollment sheets containing data on the approximate number of women in non-traditional, mixed, and traditional courses.

1. Course Selection

From the enrollment data provided by the schools, we were able to locate approximately 2,700 non-traditional students. Schools were provided survey instruments for up to 100 non-traditional women listed on their enrollment sheets.

Schools listed many more women in mixed and traditional courses than were needed for our sample. For this reason, and to reduce the burden of the distribution, we selected randomly up to three mixed and two traditional courses from each school. Instruments were provided for distribution among the women students in proportion to their representation in each of these courses in the school.

Packets of questionnaires with the appropriate number of non-traditional, mixed and traditional survey instruments were sent to each school. Survey instruments were color coded to aid in distribution and eventually computer coding. Instructions for distribution specific to each school were included in each packet. All questionnaires contained a business reply envelope, enabling students to return their own response separately. A geographic code number was attached to each form so it could be identified as metropolitan or non-metropolitan residency and its regional location could be specified.

2. Follow-up

Six weeks after the questionnaires were mailed, schools which appeared not to have distributed their questionnaires were contacted. They were urged to distribute the questionnaires at the earliest possible time.

3. Response

From among the 161 schools that had indicated a willingness to participate, students from 91 schools returned completed survey forms.

There were 469 forms returned from non-traditional women, 563 from mixed women, and 784 from traditional women. These forms were logged and coded for computer entry; 387 non-traditional forms were usable and were computerized; 396 usable mixed forms and 716 usable traditional forms were selected randomly from the returns for computer entry.

The regional distribution of the women was similar to the distribution of all students in vocational education. Ten percent of the sample was from the Northeast, 28% from each of the North Central and South regions and 32% from the West.

Table C1.--Regional distribution of adult women in the sample compared to national student enrollment.

Region	Students in postsecondary vocational education	
	Adult women 1/ 1978	National student enrollment 1976 2/
Northeast	10.0	11.6
North Central	28.3	23.9
South	27.8	29.0
West	32.4	35.5
	(Number)	
Northeast	151	255,640
North Central	424	526,517
South	417	637,925
West	485	782,795

1/ Weighted sample of adult women in postsecondary vocational education.
2/ Includes men and women in all postsecondary vocational education in each region, 1976. Source: Office of Education, Bureau of Occupational and Adult Education, Vocational and Technical Education, Selected Statistical Tables, 1976.

Table C2--Regional distribution of adult women in non-traditional, mixed, and traditional training

Region	Adult women in postsecondary vocational education students		
	Non-traditional	Mixed	Traditional
	Percent		
Northeast	6.7	11.4	10.2
North Central	28.7	24.2	30.7
South	28.9	24.7	29.6
West	35.7	39.6	29.5
	Number		
Northeast	26	45	73
North Central	111	96	320
South	112	98	212
West	138	157	211

Although the sample was very representative of national vocational education enrollment, the responses of the adult women in the three samples were somewhat different among the regions.

A higher percentage of mixed and a lower percentage of traditional women were from the West than is true of national enrollment, and both non-traditional and traditional women were somewhat over-represented in the North Central region.

4. Distribution Among Courses

Data from the OCR survey specified 116 postsecondary vocational programs nationally with enrollments of fifty or more women students in 1974. Our survey includes data from 94 vocational programs. Table C-4 lists the courses and the number of women in each course. Table C-3 indicates the percentage of women in each broad classification. The distribution of adult women among the broad program classifications is similar to that of all women in postsecondary vocational education in 1974.

Table C-3--Broad classification of study of adult women in sample, 1978 and women in postsecondary vocational education, 1974.

Broad classification of study	Adult women in postsecondary vocational education, 1978	Women in postsecondary vocational education, 1974 1/
Agriculture	1.7	1.2
Distributive education	6.4	6.2
Health	35.7	31.6
Home economics	4.2	9.5
Business	41.1	38.6
Technical	4.2	4.7
Trade and industrial	6.8	8.1
Agriculture	24	2,766
Distributive education	93	13,789
Health	519	70,129
Home economics	61	21,182
Business	598	85,539
Technical	51	10,522
Trade and industrial	98	17,890

1/ Office of Civil Rights, Survey of Area Vocational Technical Schools, 1974.

Table C-4.--Detailed program classification of adult women in postsecondary vocational education.

Program	No. of adult women	Percent of sample	Program	No. of adult women	Percent of sample
Agriculture	24	1.7	Home Economics	61	4.2
Agricultural production	1		Homemaking	3	
Forestry	1		Child development	8	
Animal health	4		Clothing and textiles	23	
Ornamental horticulture	15		Occupational preparation	3	
Agriculture, other	3		Foods and nutrition	10	
			Consumer education	1	
Distributive education	93	6.4	Home furnishing, equipment and services	3	
Advertising services	2		Housing and home furnishing	7	
Finance and credit	6				
Food services	19		Homemaking, other	3	
General merchandise sales	8		Business and Office	593	41.1
Real estate sales	39		Filing, office machines and clerical occupations	84	
Transportation	1				
Retail trade	3				
Food distribution	6				
Hotel and lodging	2		Stenographic, secretarial, and related occupations	163	
Insurance	2				
Apparel and accessories	4				
Distribution, other	1		Typing and related occupations	75	
Health	515	35.7	Accounting and computing occupations	158	
Dental assistant	25		Business data processing	89	
Dental hygienist (associate degree)	12		Personnel training and related occupations	2	
Other medical technology	8				
Nursing (associate degree)	153		Supervisory and administrative management	19	
Practical (vocational) nurse	261		Information communications	1	
Nursing assistant or aide	20		Office occupations, other	2	
Medical assistant	12				
Radiologic technology	1				
Mental health technology	2				
Inhalation therapy	19				
Dental laboratory technology	1				
Physical therapy	1				

Table C-4.--Detailed program classification of adult women in postsecondary vocational education.

Program	No. of adult women	Percent of sample	Program	No. of adult women	Percent of sample
Technical	60	4.2	Trade and Industrial	98	6.8
Aeronautical technology	1		Body and fender repair	1	
Architectural technology	5		Auto mechanics and other automotive training	5	
Automotive technology	3		Blueprint reading	1	
Civil technology	2		Business machine maintenance	1	
Electronic technology	13		Carpentry	2	
Environmental control	2		Diesel mechanics	1	
Industrial technology	2		Drafting	15	
Mechanical technology	2		Electronic occupations	4	
Scientific data processing	4		Foreman, supervisor and management development	3	
Oceanographic technology	1		Graphic arts occupations	12	
Police science	5		Law enforcement training	3	
Water and waste water technology	1		Metalworking occupations	1	
Chemical technology	3		Machine shop	4	
Health-related technology	4		Welding and cutting	8	
Office-related technology	5		Small engine repair	2	
Technical occupations, other	3		Electrical occupations	1	
Metallurgical technology	2		Commercial art occupations	7	
Air pollution technology	2		Quantity food occupations	6	
			Textile production and fabrication	2	
			Other personal services	1	
			Cosmetology	15	
			Trade and industrial, other	2	
			Commercial photography	1	

Sample Weighting

In order to analyze data on women in non-traditional training, it was necessary to stratify the sample by the type of training (non-traditional, mixed and traditional) and to oversample for the non-traditional women. Having completed the analysis of the women by the type of training, we then weighted the sample to represent a sample of all women in postsecondary vocational education. Those weights structured the sample so that women in non-traditional training represented 9%, women in mixed training represented 28%, and women in traditional training represented 62% of all adult women. 1/ A computer program was then designed to identify Reentrants and Career Changers in accordance with their definitions (See Glossary) and based upon their coded work history.

6. Data Analysis

The data analysis was designed to test a set of hypotheses, many of which were derived from the results of our previous study of postsecondary non-traditional women; other hypotheses were derived from other previous educational and sociodemographic research, and still others were new ideas formulated by the research team. Most hypotheses were stated in the form of the expected differences between the groups in the sample.

Data are presented in summary form. For each difference between the Reentrants and Career Changers or the non-traditional, mixed and traditional groups which was shown to be significant, brief summary tables are placed within the body of the chapter. More detailed back-up tables for each chapter showing the raw sample data and percent distributions for all groups are available for inspection at Rj Associates. These tables are not printed due to lack of demand for the extensive tables assembled for previous studies.

Responses were tested to determine if the difference between the proportions in the two groups was significant. The standardized normal variable used to test for significance was:

1/ Sample weights are based on analysis of enrollment data from the Office for Civil Rights, "Survey of Area Vocational Technical Schools," 1974; and "Enrollments in Vocational Education Programs by State- by Office of Education Instructional Program," 1972 and 1976.

$$z = \frac{\frac{X_1}{N_1} - \frac{X_2}{N_2}}{\sqrt{\left(1/N_1 + 1/N_2\right) P(1-P)}}$$

X_1 = occurrence in sample 1

N_1 = size of sample 1

$$P = \frac{X_1 + X_2}{N_1 + N_2}$$

The level of significance is indicated by the number of asterisks after the appropriate footnote.

* indicates $p < .05$

** indicates $p < .01$

*** indicates $p < .001$

Rj associates

February 1978

Dear Student:

Under a contract from the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare (DHEW), Rj Associates, a woman-owned consulting firm, is undertaking a study designed to better understand the occupational choices of women, with the intention of assisting in increasing occupational choices for all women.

The purpose of the research is to pinpoint those factors which influence the decisions of women to return to school to enter various vocational education programs.

We would like you to fill out the attached questionnaires, which will provide much needed information, and return it to us in the stamped pre-addressed envelope. Your answers, together with those from other women in similar vocational training programs, will help others to benefit from your experiences.

You are not required to participate in this study, but we would sincerely appreciate your participation.

Sincerely yours,

Rj ASSOCIATES, INC.

Roslyn D. Kane

Roslyn D. Kane
President and Project Director

RDK/aif

Enclosure

1018 Wilson Boulevard, Arlington, Virginia 22209 (703) 524-3360

Study of Adult Women in Vocational Education 1-13

Student Questionnaire

Please respond to **ALL** questions.

1. Which of the following best describes your racial/ethnic group? (Check one) 14-14
   - a. ☐ Black/Negro
   - b. ☐ Caucasian/White
   - c. ☐ Hispanic*
   - d. ☐ Asian or Pacific Islander**
   - e. ☐ American Indian or Alaskan Native***

2. How old were you on your last birthday? _____ 15-16

3. Marital Status 17-25

   Please indicate your present marital status by checking the appropriate box. If you are not single, indicate the year you were married, and, if applicable, the year you were widowed, separated or divorced.

   ☐ Single

   ☐ Married
   Year ____

   ☐ Separated
   Year ____

   ☐ Widowed
   Year ____

   ☐ Divorced
   Year ____

4. Please check persons living with you in your household. (According to the U.S. Bureau of Census definition, a household consists of all persons who occupy a housing unit, i.e., a house, apartment, group of rooms, or a single room.) 26-43
   - ☐ Living alone
   - ☐ Father
   - ☐ Mother
   - ☐ Spouse
   - ☐ Children (specify number) _____
   - ☐ Other relative(s)(specify number) _____
   - ☐ Friend(s)(specify number) _____
   - ☐ Border(s)(specify number) _____

   Total Household _____

5. If you have children, please specify their ages from oldest to youngest (include those who are not living with you).

   a. _____
   b. _____
   c. _____
   d. _____

6. Which of the following is your present household income (include all sources)? 44-56
   - ☐ Less than $7,500
   - ☐ $7,501 - $15,000
   - ☐ Over $15,000
   - ☐ Don't know

*Hispanic includes: Mexican,Puerto Rican, Cuban, other Spanish origin.

**Asian or Pacific Islander includes: persons having origins in any of the original peoples of the Far East, Southeast Asia,or the Pacific Islands.

***American Indian or Alaskan Native includes: persons having origins in any of the original peoples of North America.

Work History. Please describe your work history since high school.

1. Enter consecutive dates since high school graduation for each time your work (occupation) changed, or you stopped or started working.
2. Check the appropriate box to indicate whether you were not working, or working full-time or part-time.
3. For those periods when you were working, enter your occupation (choose from the list below the term that most closely describes your occupation).

	FROM	TO	Not Working	Working		Occupation
	(Month and	Year)		Full-time	Part-time	
1.	_____	_____	☐	☐	☐	____________________
2.	_____	_____	☐	☐	☐	____________________
3.	_____	_____	☐	☐	☐	____________________
4.	_____	_____	☐	☐	☐	____________________
5.	_____	_____	☐	☐	☐	____________________
6.	_____	_____	☐	☐	☐	____________________

If necessary, continue on a separate sheet of paper.

Occupational List

CLERICAL--bank teller, bookkeeper, cashier, mail carrier, office machine operator, payroll, receiving, shipping or stock clerk, secretary, telephone operator, typist, other clerical.

SKILLED WORKER--baker, construction worker, crane operator, supervisor, machinist, mechanic, repairer, other skilled.

AGRICULTURE--farmer, farm laborer, farm manager, other agricultural.

LABORER--except farm--construction laborer, freight, stock or materials handler, garbage collector, gardener, lumberyard worker, car washer, other laborer.

MANAGER and/or ADMINISTRATOR --administrator, bank officer, buyer, contractor, department head, manager, owner of business, other managerial or administrative.

SEMI-SKILLED WORKER--assembler, checker, dry cleaning operator, gas station attendant, laundry operator, machine operator, packer, bus, truck or taxi driver, welder, other semi-skilled.

PROFESSIONAL or TECHNICAL WORKER--accountant, clergy, computer programmer, drafter, engineer, health technician, lawyer, nurse, performer, physician, scientist, social worker, teacher, other professional or technical.

SALES WORKER--advertising agent, insurance agent, real estate broker, sales clerk, salesperson, other sales.

SERVICE WORKER--barber, childcare worker, elevator operator, firefighter, food service worker, guard, hairdresser, janitor, maid, police, other service.

Educational History 57-64

7. When did you attend high school? FROM: ____ (mo) ____ (yr) TO: ____ (mo) ____ (yr)

8a. What was your major curriculum?

☐ Academic ☐ General education

☐ Vocational education ☐ Other ______________

8b. If your curriculum was vocational education, in what subject area were you enrolled? ______________ 65-68

9a. Did you graduate from high school? ☐ Yes ☐ No

9b. If no, have you obtained a high school equivalency degree?

☐ Yes ☐ No

10. During high school were you employed? ☐ Yes ☐ No

11. If yes, was your work related to your studies? ☐ Yes ☐ No

12. If you were employed, what was your occupation? (Choose a term from the list on page 2 that best describes your occupation.) 69-75 (1-7)

____

Current Education

13. When did you enter your current program? ______________ (mo/yr)

When do you expect to complete your program? ______________ (mo/yr)

14. What diploma or certificate do you expect to obtain? ______________ 8-18

____

15a. Are you presently working?

☐ full-time (35 or more hours per week)

☐ part-time _____ hours per week

☐ no (if you check no, go to question #16)

b. If you are working, is your job related to your studies? ☐ Yes ☐ No

c. If your job is related to your studies, do you intend to work for the same company when you complete your present training? ☐ Yes ☐ No

d. If your job is not related to your studies, do you plan to take a related job with the same company when you complete your studies? ☐ Yes ☐ No

16. Do you plan to look for, or take a job related to your studies soon after completion of your training? ☐ Yes ☐ No 19-24

17. Below is a list of educational programs. Please check the program that most closely resembles the one in which you are now enrolled. 25-26

Title

1 ____ Ornamental Horticulture
2 ____ Advertising Services
3 ____ Finance and Credit
4 ____ Food Distribution
5 ____ Food Services
6 ____ General Merchandise Sales
7 ____ Hotel and Lodging
8 ____ Insurance
9 ____ Personal Services
10 ____ Real Estate Sales
11 ____ Recreation and Tourism
12 ____ Transportation
13 ____ Retail Trade
14 ____ Apparel and Accessories Sales
15 ____ Floristry
16 ____ Dental Lab Technology
17 ____ Radiologic Technology (x-ray)
18 ____ Environmental Health
19 ____ Mental Health Technology
20 ____ Inhalation Therapy
21 ____ Dental Assisting
22 ____ Dental Hygienist
23 ____ Medical Lab Assisting
24 ____ Other Medical Lab Technology
25 ____ Nursing (associate degree)
26 ____ Practical (vocational) Nursing
27 ____ Nursing Aide
28 ____ Occupational Therapy
29 ____ Physical Therapy
30 ____ Medical Assistant
31 ____ Community Health Aide
32 ____ Family Relations
33 ____ Foods and Nutrition
34 ____ Food Management, Production and Services
35 ____ Homemaking, Personal,Home and Family
36 ____ Child Development
37 ____ Clothing and Textiles
38 ____ Consumer Education
39 ____ Home Management

Title

40 ____ Housing and Home Furnishing
41 ____ Occupational Preparation
42 ____ Care and Guidance of Children
43 ____ Clothing Management, Production and Services
44 ____ Home Furnishing, Equipment and Services
45 ____ Institutional and Home Management
46 ____ Accounting and Computing
47 ____ Business Data Processing Systems
48 ____ Information Communications
49 ____ Personnel Training and Related Occupations
50 ____ Stenographic, Secretarial and Related Occupations
51 ____ Typing and Related Occupations
52 ____ Filing, Office Machines and Clerical Occupations
53 ____ Chemical Technology
54 ____ Agricultural-Related Technology
55 ____ Health-Related Technology
56 ____ Office-Related Technology
57 ____ Air Pollution Technology
58 ____ Home Economics-Related Technology
59 ____ Commercial Art Occupations
60 ____ Commercial Photography Occupations
61 ____ Other Personal Services
62 ____ Quantity Food Occupations
63 ____ Textile Production and Fabrication
64 ____ Cosmetology
65 ____ Other ____________
(Please specify)

____

18. Please enter the number of hours you attend class in each time period. 27-35

Time of Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning							
Afternoon until 3 PM							
After 3PM and Evening							

19. What motivated your present return to school? (Check the appropriate box(es)).

A. ☐ wanted something useful to do

B. ☐ wanted to explore a new occupation(s)

C. ☐ wanted to learn a new skill or occupation

D. ☐ was recently widowed/separated or divorced

E. ☐ wanted to increase family income

F. ☐ children now in school, or no longer dependent

G. ☐ had opportunity for job if had the skills

H. ☐ needed more skills for promotion

I. ☐ wanted more job security

J. ☐ was dissatisfied with prior job or type of job

K. ☐ other (or to further explain any of the above) ____________

____

____

Of all the above, which was the primary reason (check the letter box associated with the reason above). 36-47

☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K

When You Recently Returned to School:

20. Had you already selected the occupation in which you wanted to work? ☐ Yes ☐ No

21. Did you find it difficult to select a training program? ☐ Yes ☐ No

22. Did you participate in a career exploration program? ☐ Yes ☐ No

23. If yes, was it useful? ☐ Yes ☐ No

24. Were you satisfied with the amount and quality of services provided by the school to help you re-enter school and choose your program? ☐ Yes ☐ No

If no, please explain. ______________________ 48-52

____

____

When You Recently Returned to School (continued)

25. Did you have difficulty with friends or family who did not want you to work in the occupation for which you are preparing?

☐ Yes ☐ Somewhat ☐ No

a. Were you aware of employment opportunities in the area in which you are now training?

☐ Yes ☐ Somewhat ☐ No

b. In other areas? ☐ Yes ☐ Somewhat ☐ No 53-56

c. Were you aware that jobs usually held by men are now open to women?

☐ Yes ☐ No

26. Do you presently feel you need:

	Yes	No
Refresher courses/tutoring	☐	☐
Counseling support	☐	☐
Time to talk with other women who have also returned to school	☐	☐
Job search skills	☐	☐
Job placement assistance	☐	☐
Financial assistance	☐	☐
Part-time work	☐	☐
Assistance locating childcare services	☐	☐
Assistance with scheduling	☐	☐
Assistance providing transportation	☐	☐

57-66

27. What are the major problems you are having or have had in returning to school?

____

____

____

____ 67-68

If you have participated in postsecondary education or job training other than the program in which you are presently enrolled, please complete the following questions: (28 - 32) 69-69

28. When were you enrolled in other education or training? 70-77

FROM: ______ (mo/yr) TO: ______ (mo/yr)

29. In what type of institution were you enrolled? (Check one) (1-7)

☐ 2 - 4 year academic college or university program

☐ postsecondary vocational training

☐ job training (please specify who or what type of institution provided the training) ______________________

____

☐ other education (please specify) ______________________

____ 8-9

30. In what field of study or occupational training were you enrolled?

____

(Field of study/occupational training) 10-12

31. Did you complete this program? ☐ Yes ☐ No

If yes, describe degree/certificate or license you received upon completion? 13-16

____

32. During the time specified in question #28 when you were attending this program, were you also working?

☐ full-time (35 or more hours per week)

☐ part-time _____ hours per week

☐ no ☐ Summers only

If you worked, was your work related to your studies?

☐ Yes ☐ No 17-19

When you have completed the questionnaire, fold it in thirds, insert it in the pre-addressed envelope, and mail it directly to:

Rj Associates, Inc.
1018 Wilson Boulevard
Arlington, VA 22209

You will need no stamps for the mailing.

Thank you for your help.

Rj associates

February 1978

Dear Student:

Under a contract from the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare (DHEW), Rj Associates, a woman-owned consulting firm is undertaking research designed to better understand the occupational choices of women, with the intention of assisting in increasing the occupational options available to all women.

The purposes of the research are to identify the factors which influence women to return to school and participate in programs which traditionally have been dominated by men; and to develop information on their experiences.

Since you are one of the relatively few women in the United States who have enrolled in a "non-traditional" vocational program, your participation in the study is the key to its success.

We would like you to fill out the attached questionnaire, which will provide much needed information, and return it to us in the stamped pre-addressed envelope. Your answers, together with those from other women in similar vocational training programs, will help others to benefit from your experiences.

You are not required to participate in this study, but we would sincerely appreciate your participation.

Sincerely yours,

Rj ASSOCIATES, INC.

Roslyn D. Kane

Roslyn D. Kane
President and Project Director

RDK/aif

Enclosure

1018 Wilson Boulevard, Arlington, Virginia 22209 (703) 524-3360

Study of Adult Women in Vocational Education 1-13

Student Questionnaire

Please respond to ALL questions.

1. Which of the following best describes your racial/ethnic group? (Check one) 14-14

   a. ☐ Black/Negro
   b. ☐ Caucasian/White
   c. ☐ Hispanic*
   d. ☐ Asian or Pacific Islander**
   e. ☐ American Indian or Alaskan Native***

2. How old were you on your last birthday? _____ 15-16

3. Marital Status 17-25

   Please indicate your present marital status by checking the appropriate box. If you are not single, indicate the year you were married, and, if applicable, the year you were widowed, separated or divorced.

   ☐ Single
   ☐ Married Year ____
   ☐ Separated Year ____
   ☐ Widowed Year ____
   ☐ Divorced Year ____

4. Please check persons living with you in your household. (According to the U.S. Bureau of Census definition, a household consists of all persons who occupy a housing unit, i.e., a house, apartment, group of rooms, or a single room.) 26-43

   ☐ Living alone
   ☐ Father
   ☐ Mother
   ☐ Spouse
   ☐ Children (specify number) _____
   ☐ Other relative(s)(specify number) _____
   ☐ Friend(s)(specify number) _____
   ☐ Border(s)(specify number) _____

   Total Household _____

5. If you have children, please specify their ages from oldest to youngest (include those who are not living with you).

   a. _____
   b. _____
   c. _____
   d. _____

6. Which of the following is your present household income (include all sources)? 44-56

   ☐ Less than $7,500
   ☐ $7,501 - $15,000
   ☐ Over $15,000
   ☐ Don't know

*Hispanic includes: Mexican,Puerto Rican, Cuban, other Spanish origin.

**Asian or Pacific Islander includes: persons having origins in any of the original peoples of the Far East, Southeast Asia,or the Pacific Islands.

***American Indian or Alaskan Native includes: persons having origins in any of the original peoples of North America.

Work History. Please describe your work history since high school.

1. Enter consecutive dates since high school graduation for each time your work (occupation) changed, or you stopped or started working.

2. Check the appropriate box to indicate whether you were not working, or working full-time or part-time.

3. For those periods when you were working, enter your occupation (choose from the list below the term that most closely describes your occupation).

	FROM (Month and	TO Year)	Not Working	Working Full-time	Working Part-time	Occupation
1.	_____	_____	☐	☐	☐	____________________
2.	_____	_____	☐	☐	☐	____________________
3.	_____	_____	☐	☐	☐	____________________
4.	_____	_____	☐	☐	☐	____________________
5.	_____	_____	☐	☐	☐	____________________
6.	_____	_____	☐	☐	☐	____________________

If necessary, continue on a separate sheet of paper.

Occupational List

CLERICAL--bank teller, bookkeeper, cashier, mail carrier, office machine operator, payroll, receiving, shipping or stock clerk, secretary, telephone operator, typist, other clerical.

SKILLED WORKER--baker, construction worker, crane operator, supervisor, machinist, mechanic, repairer, other skilled.

AGRICULTURE--farmer, farm laborer, farm manager, other agricultural.

LABORER--except farm--construction laborer, freight, stock or materials handler, garbage collector, gardener, lumberyard worker, car washer, other laborer.

MANAGER and/or ADMINISTRATOR --administrator, bank officer, buyer, contractor, department head, manager, owner of business, other managerial or administrative.

SEMI-SKILLED WORKER--assembler, checker, dry cleaning operator, gas station attendant, laundry operator, machine operator, packer, bus, truck or taxi driver, welder, other semi-skilled.

PROFESSIONAL or TECHNICAL WORKER--accountant, clergy, computer programmer, drafter, engineer, health technician, lawyer, nurse, performer, physician, scientist, social worker, teacher, other professional or technical.

SALES WORKER--advertising agent, insurance agent, real estate broker, sales clerk, salesperson, other sales.

SERVICE WORKER--barber, childcare worker, elevator operator, firefighter, food service worker, guard, hairdresser, janitor, maid, police, other service.

Educational History 57-64

7. When did you attend high school? FROM: ____ (mo) ____ (yr) TO: ____ (mo) ____ (yr)

8a. What was your major curriculum?

☐ Academic ☐ General education

☐ Vocational education ☐ Other ______________

8b. If your curriculum was vocational education, in what subject area were you enrolled? ______________ 65-68

9a. Did you graduate from high school? ☐ Yes ☐ No

9b. If no, have you obtained a high school equivalency degree?

☐ Yes ☐ No

10. During high school were you employed? ☐ Yes ☐ No

11. If yes, was your work related to your studies? ☐ Yes ☐ No

12. If you were employed, what was your occupation? (Choose a term from the list on page 2 that best describes your occupation.) 69-75 (1-7)

____

Current Education

13. When did you enter your current program? ______________ (mo/yr)

When do you expect to complete your program? ______________ (mo/yr)

14. What diploma or certificate do you expect to obtain? ______________ 8-18

____

15a. Are you presently working?

☐ full-time (35 or more hours per week)
☐ part-time ____ hours per week
☐ no (if you check no, go to question #16)

b. If you are working, is your job related to your studies? ☐ Yes ☐ No

c. If your job is related to your studies, do you intend to work for the same company when you complete your present training? ☐ Yes ☐ No

d. If your job is not related to your studies, do you plan to take a related job with the same company when you complete your studies? ☐ Yes ☐ No

16. Do you plan to look for, or take a job related to your studies soon after completion of your training? ☐ Yes ☐ No 19-24

17. Below is a list of educational programs. Please check the program that most closely resembles the one in which you are now enrolled. 25-26

Title

1. ____ Agricultural Production
2. ____ Agricultural Supplies/Servs.
3. ____ Agricultural Mechanics
4. ____ Agricultural Products
5. ____ Agricultural Resources
6. ____ Forestry

7. ____ Automotive Sales
8. ____ Wholesale Trade

9. ____ Mortuary Science

10. ____ Supervisory and Administrative Management

11. ____ Aeronautical Technology
12. ____ Agricultural Technology
13. ____ Architectural Technology
14. ____ Automotive Technology
15. ____ Civil Technology
16. ____ Electrical Technology
17. ____ Electronic Technology
18. ____ Environmental Control
19. ____ Industrial Technology
20. ____ Mechanical Technology
21. ____ Metallurgical Technology
22. ____ Scientific Data Processing
23. ____ Commercial Pilot Training
24. ____ Fire and Fire Safety Technology
25. ____ Forestry Technology
26. ____ Oceanographic Technology
27. ____ Police Science
28. ____ Water and Waste Water Technology

29. ____ Air Conditioning, Installation and Repair
30. ____ Appliance Repair
31. ____ Body and Fender Repair
32. ____ Auto Mechanics and Other Automotive Training
33. ____ Air Craft Maintenance
34. ____ Air Craft Operations

Title

35. ____ Ground Operations
36. ____ Blueprint Reading
37. ____ Business Machine Maintenance
38. ____ Commercial Fishery Occupations
39. ____ Carpentry
40. ____ Heavy Equipment Maintenance
41. ____ Masonry
42. ____ Plumbing and Pipefitting
43. ____ Custodial Services
44. ____ Diesel Mechanics
45. ____ Drafting
46. ____ Electrical Occupations
47. ____ Electronic Occupations
48. ____ Radio and Television Repair
49. ____ Fabric Maintenance Services
50. ____ Foreman, Supervisor, and Management Development
51. ____ Graphic Arts Occupations
52. ____ Instrument Maintenance and Repair
53. ____ Maritime Occupations
54. ____ Metalworking Occupations
55. ____ Machine Shop
56. ____ Machine Tool Operation
57. ____ Welding and Cutting
58. ____ Tool and Die Making
59. ____ Metallurgy Occupations
60. ____ Plastics Occupations
61. ____ Fireman Training
62. ____ Law Enforcement Training
63. ____ Refrigeration
64. ____ Small Engine Repair
65. ____ Leather Working
66. ____ Woodworking Occupations
67. ____ Other ________________
(Please specify)

____

18. Please enter the number of hours you attend class in each time period. 27-35

Time of Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning							
Afternoon until 3 PM							
After 3PM and Evening							

19. What motivated your present return to school? (Check the appropriate box(es)).

A. ☐ wanted something useful to do

B. ☐ wanted to explore a new occupation(s)

C. ☐ wanted to learn a new skill or occupation

D. ☐ was recently widowed/separated or divorced

E. ☐ wanted to increase family income

F. ☐ children now in school, or no longer dependent

G. ☐ had opportunity for job if had the skills

H. ☐ needed more skills for promotion

I. ☐ wanted more job security

J. ☐ was dissatisfied with prior job or type of job

K. ☐ other (or to further explain any of the above) ____________

____

____

Of all the above, which was the primary reason (check the letter box associated with the reason above). 36-47

☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K

When You Recently Returned to School:

20. Had you already selected the occupation in which you wanted to work? ☐ Yes ☐ No

21. Did you find it difficult to select a training program? ☐ Yes ☐ No

22. Did you participate in a career exploration program? ☐ Yes ☐ No

23. If yes, was it useful? ☐ Yes ☐ No

24. Were you satisfied with the amount and quality of services provided by the school to help you re-enter school and choose your program? ☐ Yes ☐ No

If no, please explain. ____________ 48-52

____

____

When You Recently Returned to School (continued)

25. Did you have difficulty with friends or family who did not want you to work in the occupation for which you are preparing?

☐ Yes ☐ Somewhat ☐ No

a. Were you aware of employment opportunities in the area in which you are now training?

☐ Yes ☐ Somewhat ☐ No

b. In other areas? ☐ Yes ☐ Somewhat ☐ No 53-56

c. Were you aware that jobs usually held by men are now open to women?

☐ Yes ☐ No

26. Do you presently feel you need:

	Yes	No
Refresher courses/tutoring	☐	☐
Counseling support	☐	☐
Time to talk with other women who have also returned to school	☐	☐
Job search skills	☐	☐
Job placement assistance	☐	☐
Financial assistance	☐	☐
Part-time work	☐	☐
Assistance locating childcare services	☐	☐
Assistance with scheduling	☐	☐
Assistance providing transportation	☐	☐

57-66

27. What are the major problems you are having or have had in returning to school?

____

____

____

____ 67-68

If you have participated in postsecondary education or job training other than the program in which you are presently enrolled, please complete the following questions: (28 - 32) 69-69

28. When were you enrolled in other education or training? 70-77

FROM: ______ (mo/yr) TO: ______ (mo/yr)

29. In what type of institution were you enrolled? (Check one) (1-7)

☐ 2 - 4 year academic college or university program

☐ postsecondary vocational training

☐ job training (please specify who or what type of institution provided the training) ______________________

☐ other education (please specify) ______________________ 8-9

30. In what field of study or occupational training were you enrolled?

______________________ (Field of study/occupational training) 10-12

31. Did you complete this program? ☐ Yes ☐ No

If yes, describe degree/certificate or license you received upon completion? 13-16

____

32. During the time specified in question #28 when you were attending this program, were you also working?

☐ full-time (35 or more hours per week)

☐ part-time _____ hours per week

☐ no ☐ Summers only

If you worked, was your work related to your studies?

☐ Yes ☐ No 17-19

When you have completed the questionnaire, fold it in thirds, insert it in the pre-addressed envelope, and mail it directly to:

Rj Associates, Inc.
1018 Wilson Boulevard
Arlington, VA 22209

You will need no stamps for the mailing.

Thank you for your help.

Rj associates

February 1978

Dear Student:

Under a contract from the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare (DHEW), Rj Associates, a woman-owned consulting firm, is undertaking a study designed to better understand the occupational choices of women, with the intention of assisting in increasing occupational choices for all women.

The purpose of the research is to pinpoint those factors which influence the decisions of women to return to school to enter various vocational education programs.

We would like you to fill out the attached questionnaires, which will provide much needed information, and return it to us in the stamped pre-addressed envelope. Your answers, together with those from other women in similar vocational training programs, will help others to benefit from your experiences.

You are not required to participate in this study, but we would sincerely appreciate your participation.

Sincerely yours,

Rj ASSOCIATES, INC.

Roslyn D. Kane

Roslyn D. Kane
President and Project Director

RDK/aif

Enclosure

1018 Wilson Boulevard, Arlington, Virginia 22209 (703) 524-3360

Study of Adult Women in Vocational Education 1-13

Student Questionnaire

Please respond to **ALL** questions.

1. Which of the following best describes your racial/ethnic group? (Check one) 14-14
   - a. ☐ Black/Negro
   - b. ☐ Caucasian/White
   - c. ☐ Hispanic*
   - d. ☐ Asian or Pacific Islander**
   - e. ☐ American Indian or Alaskan Native***

2. How old were you on your last birthday? _____ 15-16

3. Marital Status 17-25

   Please indicate your present marital status by checking the appropriate box. If you are not single, indicate the year you were married, and, if applicable, the year you were widowed, separated or divorced.

   ☐ Single

   ☐ Married Year ____

   ☐ Separated Year ____

   ☐ Widowed Year ____

   ☐ Divorced Year ____

4. Please check persons living with you in your household. (According to the U.S. Bureau of Census definition, a household consists of all persons who occupy a housing unit, i.e., a house, apartment, group of rooms, or a single room.) 26-43

   ☐ Living alone

   ☐ Father

   ☐ Mother

   ☐ Spouse

   ☐ Children (specify number) _____

   ☐ Other relative(s) (specify number) _____

   ☐ Friend(s) (specify number) _____

   ☐ Border(s) (specify number) _____

   Total Household _____

5. If you have children, please specify their ages from oldest to youngest (include those who are not living with you).

   a. _____ c. _____

   b. _____ d. _____

6. Which of the following is your present household income (include all sources)? 44-56

   ☐ Less than $7,500

   ☐ $7,501 – $15,000

   ☐ Over $15,000

   ☐ Don't know

*Hispanic includes: Mexican, Puerto Rican, Cuban, other Spanish origin.

**Asian or Pacific Islander includes: persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands.

***American Indian or Alaskan Native includes: persons having origins in any of the original peoples of North America.

Work History. Please describe your work history since high school.

1. Enter consecutive dates since high school graduation for each time your work (occupation) changed, or you stopped or started working.
2. Check the appropriate box to indicate whether you were not working, or working full-time or part-time.
3. For those periods when you were working, enter your occupation (choose from the list below the term that most closely describes your occupation).

				Working		
	FROM	TO	Not	Full-	Part-	
	(Month and	Year)	Working	time	time	Occupation
1.	____	____	☐	☐	☐	____________
2.	____	____	☐	☐	☐	____________
3.	____	____	☐	☐	☐	____________
4.	____	____	☐	☐	☐	____________
5.	____	____	☐	☐	☐	____________
6.	____	____	☐	☐	☐	____________

If necessary, continue on a separate sheet of paper.

Occupational List

CLERICAL--bank teller, bookkeeper, cashier, mail carrier, office machine operator, payroll, receiving, shipping or stock clerk, secretary, telephone operator, typist, other clerical.

SKILLED WORKER--baker, construction worker, crane operator, supervisor, machinist, mechanic, repairer, other skilled.

AGRICULTURE--farmer, farm laborer, farm manager, other agricultural.

LABORER--except farm--construction laborer, freight, stock or materials handler, garbage collector, gardener, lumberyard worker, car washer, other laborer.

MANAGER and/or ADMINISTRATOR --administrator, bank officer, buyer, contractor, department head, manager, owner of business, other managerial or administrative.

SEMI-SKILLED WORKER--assembler, checker, dry cleaning operator, gas station attendant, laundry operator, machine operator, packer, bus, truck or taxi driver, welder, other semi-skilled.

PROFESSIONAL or TECHNICAL WORKER--accountant, clergy, computer programmer, drafter, engineer, health technician, lawyer, nurse, performer, physician, scientist, social worker, teacher, other professional or technical.

SALES WORKER--advertising agent, insurance agent, real estate broker, sales clerk, salesperson, other sales.

SERVICE WORKER--barber, child-care worker, elevator operator, firefighter, food service worker, guard, hairdresser, janitor, maid, police, other service.

Educational History 57-64

7. When did you attend high school? FROM: ____ (mo) ____ (yr) TO: ____ (mo) ____ (yr)

8a. What was your major curriculum?

☐ Academic ☐ General education

☐ Vocational education ☐ Other ____________________

8b. If your curriculum was vocational education, in what subject area were you enrolled? ____________________ 65-68

9a. Did you graduate from high school? ☐ Yes ☐ No

9b. If no, have you obtained a high school equivalency degree?

☐ Yes ☐ No

10. During high school were you employed? ☐ Yes ☐ No

11. If yes, was your work related to your studies? ☐ Yes ☐ No

12. If you were employed, what was your occupation? (Choose a term from the list on page 2 that best describes your occupation.) 69-75 (1-7)

____

Current Education

13. When did you enter your current program? ____________ (mo/yr)

When do you expect to complete your program? ____________ (mo/yr)

14. What diploma or certificate do you expect to obtain? ____________ 8-18

____

15a. Are you presently working?

☐ full-time (35 or more hours per week)

☐ part-time _____ hours per week

☐ no (if you check no, go to question #16)

b. If you are working, is your job related to your studies? ☐ Yes ☐ No

c. If your job is related to your studies, do you intend to work for the same company when you complete your present training? ☐ Yes ☐ No

d. If your job is not related to your studies, do you plan to take a related job with the same company when you complete your studies? ☐ Yes ☐ No

16. Do you plan to look for, or take a job related to your studies soon after completion of your training? ☐ Yes ☐ No 19-24

17. Below is a list of educational programs. Please check the program that most closely resembles the one in which you are now enrolled. 25-26

Title

1 ____ Ornamental Horticulture
2 ____ Advertising Services
3 ____ Finance and Credit
4 ____ Food Distribution
5 ____ Food Services
6 ____ General Merchandise Sales
7 ____ Hotel and Lodging
8 ____ Insurance
9 ____ Personal Services
10 ____ Real Estate Sales
11 ____ Recreation and Tourism
12 ____ Transportation
13 ____ Retail Trade
14 ____ Apparel and Accessories Sales
15 ____ Floristry
16 ____ Dental Lab Technology
17 ____ Radiologic Technology (x-ray)
18 ____ Environmental Health
19 ____ Mental Health Technology
20 ____ Inhalation Therapy
21 ____ Dental Assisting
22 ____ Dental Hygienist
23 ____ Medical Lab Assisting
24 ____ Other Medical Lab Technology
25 ____ Nursing (associate degree)
26 ____ Practical (vocational) Nursing
27 ____ Nursing Aide
28 ____ Occupational Therapy
29 ____ Physical Therapy
30 ____ Medical Assistant
31 ____ Community Health Aide
32 ____ Family Relations
33 ____ Foods and Nutrition
34 ____ Food Management, Production and Services
35 ____ Homemaking, Personal, Home and Family
36 ____ Child Development
37 ____ Clothing and Textiles
38 ____ Consumer Education
39 ____ Home Management

Title

40 ____ Housing and Home Furnishing
41 ____ Occupational Preparation
42 ____ Care and Guidance of Children
43 ____ Clothing Management, Production and Services
44 ____ Home Furnishing, Equipment and Services
45 ____ Institutional and Home Management
46 ____ Accounting and Computing
47 ____ Business Data Processing Systems
48 ____ Information Communications
49 ____ Personnel Training and Related Occupations
50 ____ Stenographic, Secretarial and Related Occupations
51 ____ Typing and Related Occupations
52 ____ Filing, Office Machines and Clerical Occupations
53 ____ Chemical Technology
54 ____ Agricultural-Related Technology
55 ____ Health-Related Technology
56 ____ Office-Related Technology
57 ____ Air Pollution Technology
58 ____ Home Economics-Related Technology
59 ____ Commercial Art Occupations
60 ____ Commercial Photography Occupations
61 ____ Other Personal Services
62 ____ Quantity Food Occupations
63 ____ Textile Production and Fabrication
64 ____ Cosmetology
65 ____ Other ________________
(Please specify)
____

18. Please enter the number of hours you attend class in each time period. 27-35

Time of Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning							
Afternoon until 3 PM							
After 3PM and Evening							

19. What motivated your present return to school? (Check the appropriate box(es)).

A. ☐ wanted something useful to do

B. ☐ wanted to explore a new occupation(s)

C. ☐ wanted to learn a new skill or occupation

D. ☐ was recently widowed/separated or divorced

E. ☐ wanted to increase family income

F. ☐ children now in school, or no longer dependent

G. ☐ had opportunity for job if had the skills

H. ☐ needed more skills for promotion

I. ☐ wanted more job security

J. ☐ was dissatisfied with prior job or type of job

K. ☐ other (or to further explain any of the above) ______________

____

____

Of all the above, which was the primary reason (check the letter box associated with the reason above). 36-47

☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K

When You Recently Returned to School:

20. Had you already selected the occupation in which you wanted to work? ☐ Yes ☐ No

21. Did you find it difficult to select a training program? ☐ Yes ☐ No

22. Did you participate in a career exploration program? ☐ Yes ☐ No

23. If yes, was it useful? ☐ Yes ☐ No

24. Were you satisfied with the amount and quality of services provided by the school to help you re-enter school and choose your program? ☐ Yes ☐ No

If no, please explain. ______________________________ 48-52

____

____

When You Recently Returned to School (continued)

25. Did you have difficulty with friends or family who did not want you to work in the occupation for which you are preparing?

☐ Yes ☐ Somewhat ☐ No

a. Were you aware of employment opportunities in the area in which you are now training?

☐ Yes ☐ Somewhat ☐ No

b. In other areas? ☐ Yes ☐ Somewhat ☐ No 53-56

c. Were you aware that jobs usually held by men are now open to women?

☐ Yes ☐ No

26. Do you presently feel you need:

	Yes	No
Refresher courses/tutoring	☐	☐
Counseling support	☐	☐
Time to talk with other women who have also returned to school	☐	☐
Job search skills	☐	☐
Job placement assistance	☐	☐
Financial assistance	☐	☐
Part-time work	☐	☐
Assistance locating childcare services	☐	☐
Assistance with scheduling	☐	☐
Assistance providing transportation	☐	☐

57-66

27. What are the major problems you are having or have had in returning to school?

____

____

____

____ 67-68

If you have participated in postsecondary education or job training other than the program in which you are presently enrolled, please complete the following questions: (28 - 32) 69-69

28. When were you enrolled in other education or training? 70-77

FROM: ______ (mo/yr) TO: ______ (mo/yr)

29. In what type of institution were you enrolled? (Check one) (1-7)

☐ 2 - 4 year academic college or university program

☐ postsecondary vocational training

☐ job training (please specify who or what type of institution provided the training) ______________________________

____

☐ other education (please specify) ______________________________

______________________________ 8-9

30. In what field of study or occupational training were you enrolled?

____
(Field of study/occupational training) 10-12

31. Did you complete this program? ☐ Yes ☐ No

If yes, describe degree/certificate or license you received upon completion? 13-16

____

32. During the time specified in question #28 when you were attending this program, were you also working?

☐ full-time (35 or more hours per week)

☐ part-time _____ hours per week

☐ no ☐ Summers only

If you worked, was your work related to your studies?

☐ Yes ☐ No 17-19

When you have completed the questionnaire, fold it in thirds, insert it in the pre-addressed envelope, and mail it directly to:

Rj Associates, Inc.
1018 Wilson Boulevard
Arlington, VA 22209

You will need no stamps for the mailing.

Thank you for your help.

APPENDIX D

Glossary

Adult women -- Women 21 years of age or older.

AVTS -- Area Vocational Technical Schools are departments or divisions of junior colleges, technical or vocational schools, specialized high schools, or separate departments of a high school approved by the State Board of Education and used primarily for providing vocational education courses in at least five occupational fields for the purpose of preparing persons for employment.

Broad classification -- Overall classification of vocational education courses by their subject area. Areas include: Agriculture, Distributive Education, Health, Home Economics, Business and Office, Technical, and Trade and Industrial.

Career Changers -- Women who were employed during the two years prior to their entering their current vocational education.

Detailed classification -- Specific categorization of vocational education training programs from the classification system developed by the Office of Education.

Head of household -- Women who are financially responsible for themselves and/or dependents; they may be single, separated, widowed or divorced.

Intermittent Career Changers -- See Career Changers and Intermittent Workers.

Intermittent Reentrants -- See Reentrants and Intermittent Workers.

Intermittent Workers -- Those who entered and left the labor force repeatedly, most often being employed in a variety of unrelated occupations during the two or more years prior to entering vocational education or prior to their last exit from the labor force.

Metro -- For this report, any school located within a Standard Metropolitan Statistical Area was defined as metro. Since most schools were non-residential, students attending these schools were assumed to reside in the metropolitan area.

Minority -- Includes the following racial/ethnic groups: Black/Negro, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native.

Mixed women students -- Women students enrolled in any training program in which, nationally, 25.1 to 75.0% of enrolled students are women.

Never Worked -- Women who have not been employed since leaving high school.

Non-metro -- For this report, any school which was not located within a Standard Metropolitan Statistical Area was defined as non-metro. Since most schools were non-residential, students attending schools were assumed to reside in the surrounding area.

Non-traditional women students -- Women students enrolled in any training program in which, nationally, 0.0 to 25.0% of enrolled students are women.

Reentrants -- Women who had not been employed during the two years prior to their entering their current vocational education.

Standard Metropolitan Statistical Area (SMSA) -- A county or group of contiguous counties which contain at least one city (central city) with 50,000 or more inhabitants, or twin cities with a combined population of 50,000 or more. The number of designated counties included in the SMSA, in addition to the county containing the central city (or cities), is determined by the social and economic integration of those counties with the central city (cities). For specific criteria, see 1970 Census of Population, U.S. Bureau of Census.

Steady Career Changers -- See Career Changers and Steady Workers.

Steady Reentrants -- See Reentrants and Steady Workers.

Steady Workers -- Those persons who worked at the same or related occupations for a period of two or more years prior to their entry into vocational education or to their last exit from the labor force.

Traditional women students -- Women students enrolled in any training program in which, nationally, 75.1 to 100% of enrolled students are women.